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ABSTRACT

This catalog describes products--instructional programs and printed materials--developed with total or partial funding from the National Institute of Education that deal with reading and the language arts. A one-page summary describes each product and provides information on implementation requirements, services available, descriptors, target audience, materials and costs, assurances and claims, and contact. The products are classified according to three major categories: early childhood education, elementary education, and guides and training materials. A section on secondary education lists only three products, although products in other sections may be adapted for use with secondary students. A fifth section lists informational resources that may assist in the search for quality products and programs. The appendix explains the Research and Development Exchange, a government-sponsored effort to encourage closer interaction between the worlds of educational research and school practice. (GW)

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Reading and Language Arts: Products from NIE

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The descriptive information in this Catalog was prepared with the full cooperation of each product developer. These contributors' willingness to respond, and to honor tight deadlines, is greatly appreciated. Our thanks also to National Institute of Education staff who provided ideas and support.

* * * * * * * * *

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Contract No. 400-77-0007

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Appalachian Regional Commission

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CEMREL, Inc.

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Northwest Regional Educational Laboratory

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Southwestern Cooperative Educational Laboratory Publishers

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Stanford University

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SWRL Educational Research and Development

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University of Illinois

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INTRODUCTION

This Catalog describes products developed with total or partial funding from the National Institute of Education. Federally sponsored educational laboratories and university-based research and development centers prepared most of these products. Many of these agencies now work together in a Research and Development Exchange (RDx) that is described in more detail in an Appendix.

- All products are suitable for use with students and/or teachers in grades K-12; some are also suitable for use with other adults, some for preschool educational settings.
- All products described are currently available.
- All products either focus on reading and language arts or contain certain major components with that focus. Language arts, here defined in a fairly narrow context, includes only programs dealing with reading, writing, and oral language.

Descriptive information on each product was verified with the developer. Where necessary, we contacted publishing firms to confirm availability and price information. Within the space limitations of the "assurances/claims" section, each developer selected the evaluation and validation data for inclusion. For additional information on effectiveness or suitability, readers should contact the agency listed under the "contact" section.

This Catalog provides a one-page summary for each product. Information is separated into the following major sections: description, implementation requirements, services available, descriptors, target audience, materials/costs, assurances/claims, and contact. Readers should contact the designated source for more detailed information. Four major categories -- Early Childhood Education, Elementary Education, Secondary Education, and Guides/Training Materials -- classify the products. Most products fall in only one major category, but since a few do cross categories, we advise readers to check other sections for products that may fit needs. For example, many early childhood products include materials for use in the lower elementary grades. In each category, products are listed alphabetically under their developer. A fifth section, Resources in Reading and Language Arts, identifies a number of references that describe and compare available products and programs in this area. Three alphabetical indexes -- a developer index, a descriptor index, and a product index -- assist users to locate quickly products of interest.

This Catalog was created for use by the Research and Development Exchange (RDx). Organizations forming this network are listed in an Appendix. One component of RDx plans to publish for educational practitioners by September, 1977 a consumer portfolio, including an annotated bibliography and an analytical essay, in the reading and language arts area. This portfolio will also include information on existing materials useful for locating and comparing R&D products.

The Dissemination and Resources Group of NIE welcomes your comments and suggestions about this Catalog. Tentative plans call for production of similar catalogs in other critical areas.

Those interested in products in other areas may find the two-volume Catalog of NIE Education Products, 1975 (Volumes 1 and 2) a useful resource. Published in 1976, it is now distributed by the Superintendent of Documents;* single free copies are available from the NIE while the supply lasts.

* U.S. Government Printing Office, Washington, D.C. 20402.
Volume 1 - Stock No. 017-080-01555-2, $10.
Volume 2 - Stock No. 017-080-01556-2, $12.

Early Childhood Education

These products focus on reading readiness for preschool and kindergarten children of all cultures, from all kinds of backgrounds. Most have a bilingual focus; others rely on parent participation. This selection will be particularly useful for adults who work with three- to five-year-old youngsters.

PRODUCT: HOME-ORIENTED PRESCHOOL EDUCATION (HOPE)

• description

A system for delivering comprehensive home-oriented preschool education for 3- to 5-year-olds in rural Appalachia or other nonurban settings.

The Home-Oriented Preschool Education (HOPE) program was developed to deliver effective early childhood education to rural Appalachian 3-5 year olds through television lessons and correlated experiences. Paraprofessional home visitors and parents assist the children's comprehension and study. Once a week, children meet for instruction with a certified early childhood teacher in a mobile or stationary classroom.

Instructional supports include: a 7-page booklet implementation guide (HOPE Manuals), the Home Visitor's Kit, Day Care and Home Learning Activities Files, Classroom Learning Activities Files, Parent Discussion Guides, "AEL Visits Mister Rogers - Parent's Guide," and a 4-volume "Competency Base for Curriculum Development in Preschool Education." Although HOPE is a complete integrated program, its parts can be used separately. The document "HOPE: A High-Impact Educational Program for Basic Competency Development" describes uses/results of the HOPE approach (available free from the developer).

Developer: Appalachia Educational Laboratory (AEL)
Charleston, WV

• implementation requirements

Reception of Mister Roger's Neighborhood required if TV used. A unit team of 4 home visitors, 1 teacher, and 1 aide can served 120 children; field office staff supervise up to 16 teams; mobile or stationary classroom facilities needed. Storage/distribution system needed for weekly sets of home visitor, parent, and teacher materials. Weekly staff inservice sessions desirable.

Time requirements correspond roughly to school year (e.g., 170 ½-hour daily TV lessons over 34 broadcast weeks); summer uses possible.

• services available

Consultation regarding use of part or all of this early childhood delivery system; contact Edward E. Gotts at Appalachia Educational Laboratory.

• descriptors

Early Childhood Education

• target audience

Pupils 3-5 years old and their parents.

• materials/costs

Seven HOPE manuals available from ERIC (ED-072-843, ED-082-844-849). All other materials available from developer (or currently being placed with publisher); write for current prices.

• assurances/claims

A 3-year field experiment plus 2 years of independent replications show that children who have been through a year of HOPE make significant cognitive and social development gains. In addition to avoiding social bias, this program attempts to present races and sexes in a fair and socially constructive light to display a fuller range of male and female behaviors while accurately depicting Appalachian people and life.

• contact

Appalachia Educational
Laboratory (AEL)
P. O. Box 1348
Charleston, WV 25325
(304) 344-8371
Contact: Pam Sonis

(COMPILED, JUNE, 1977)

PRODUCT: DARCEE PRESCHOOL PROGRAM

• description

Materials for use with 3- to 5-year-old children that provide planned activity sequences for preschool teachers.

The goals of the DARCEE Preschool Program are to provide preschool children with the skills and attitudes they need to succeed in school. The program presents a carefully planned and predictable environment, where events are interrelated and experiences build upon experience and where teachers react positively to learning of new skills. It gives teachers principles by which they can attend to student's individual needs and helps them achieve, through planned activity sequences, important preschool objectives.

An important aspect of DARCEE is team teaching. The team consists of a lead teacher and one or more assistants. Parent involvement is encouraged and the gradual presentation of material from the child's immediate environment facilitates information-processing of that material. Emphasis is placed on the matching of like objects, recognition by pointing to a named object, and verbal identification of the named object. Thus, the child's skills are built gradually without a rote response. Teachers in the classroom are responsible for keeping records and planning activities for the children in their small groups. Record-keeping becomes very important in documenting a child's growth and in planning which activities to introduce next.

Developers: CEMREL, Inc.
St. Louis, MO

Demonstration & Research Center for
Early Education (DARCEE)
George Peabody College
Nashville, TN

• implementation requirements

The DARCEE program is designed for 1 year of instruction in preschool curriculum. Two-week sessions with inservice trainers or local coordinators are recommended. A complete trainer's guide is provided and keyed to the teacher's guide. The teacher's guide provides readable lessons, self-check exercises, and step-by-step instruction in the major features of the DARCEE program.

One lead teacher and an instructional aide are needed in the classroom. A trainer should be there for a full year to train and advise teachers.

• services available

The DARCEE program may be easily implemented with available materials; no additional help is needed.

• descriptors

Early Childhood Education
Parent Participation
Team Teaching

• target audience

Children ages 3-5 and their teachers.

• materials/costs

Reusable teacher's guide, $4.80; consumable sequence of objectives, $5; reusable trainer's guide, $6; set of 11 reusable resource guides, $2.50 each.

• assurances/claims

Evaluation took place in 49 classrooms at 4 sites during 1972-73, in cross-cultural kindergarten and day care settings. There is no report of harm in using the materials. They have been tested to eliminate any form of social bias or inappropriateness of content. Children in the program scored as high as or higher than students from other programs when measured by a standardized test of learning skills.

• contact

CEMREL, Inc.
3120 59th St.
St. Louis, MO 63139
(314) 781-2900
Contact: Jennie Scaggs
Publications

(COMPILED, JUNE, 1977)

PRODUCT: LANGUAGE AND THINKING PROGRAM (LAT), LEVEL I

• description

This program contains 10 packages designed to promote intellectual development and reading ability for preschool through 1st-grade youngsters.

(1) Let's Start - aids teacher in selection of grouping procedures, mode of presentation, and activities for the class; (2) Colors - presents discrimination and identification, comparative and combinational activities; introduces simple question-asking and functional operations associated with colors of objects in child's environment; (3) Shapes - same as above but applied to shapes; (4) Sizes - a continuation of the Colors and Shapes packages; (5) Directions - provides activities for finding the location of objects, animals, people, and services related to home, school, community; also included are following and giving of directions; (6) Blends - combines Colors, Shapes, Sizes, and Directions activities for review; (7) Action - pantomime and role-playing activities are a base for the discussion and use of verb forms with appropriate pronouns; (8) Functions - presents identification and discrimination of materials in child's environment through use of visual, auditory, olfactory, and tactile senses; (9) Classification - instructions on how to order, classify, and reclassify elements in the environment; (10) Relevant Learning Experiences - includes the Alphabet House, for introducing letter names; Creative Writing, for developing creative writing interest and skills; The World Around Us, a field trip guide; and others.

Primary concern is the acquisition of skills and concepts. The teacher is encouraged to be more concerned about the content of the child's response than the structural form of those responses. Teacher's involvement and interpretation is encouraged. The use of a variety of specific objects has high priority in this program. There are manipulatives, picture cards, transparencies, activity books, and audiotapes. Introductory information, a list of materials provided, and lesson-by-lesson presentations are contained in the teacher's guides. Objectives for each lesson are often repeated for a number of lessons. This recycling of tasks is intended to provide overlapping repetition without repeating the same task.

Developer: CEMREL, Inc.
St. Louis, MO

• implementation requirements

The program can be implemented by 1 teacher, a teacher with an assistant, or a team of teachers. Student success is partially a function of teacher consistency, regularity of presentation, and implementation in accordance with suggested procedural guidelines.

• services available

Workshops are offered by the publisher, and consultation is available from the publisher or CEMREL, Inc. Contact Harriett Doss Willis (314) 781-2900. Costs for these services can be obtained from each organization.

Mastery Learning Criterion Tests and test administration manuals for the LAT packages are also available from Follett Publishing Company.

• descriptors

Problem Solving
Early Childhood Education

• target audience

Preschoolers through first graders.

• materials/costs

Let's Start: $34.71; Colors: $30.09; Shapes: $46.26; Sizes: $20.82; Directions: $39.33; Blends: $18.51; Action: $18.51; Functions: $50.91: Classification: $27.78; Relevant Learning Experiences: $18.51.

• assurances/claims

LAT materials were developed over a period of 4 years and tested in 221 classrooms in 11 school systems throughout the country. In one study in 16 kindergartens, 53% of students who used the LAT program of the LAT objectives placed at the highest level (2S) on the Scott Foreman Reading Systems Test (Red Level). Only 22% of the students who received neither the LAT program nor is objectives placed at the 2S level. There is no evidence of harm, sexism, racial bias, or cultural stereotyping in the LAT materials.

• contact

Follett Publishing Company
1010 W. Washington Blvd.
Chicago, IL 60607
(312) 666-5858
Contact: Leo Calvert

(COMPILED, JUNE, 1977)

PRODUCT: THE PERCEPTUAL SKILLS CURRICULUM

• description

A set of 4 programs to teach preschool children basic skills before they enter formal instructional programs.

The Perceptual Skills Curriculum consists of 4 instructional programs designed to teach a specific set of skills that characteristically emerge as children develop and have shown to facilitate primary-grade achievement. Purpose of the curriculum is to insure that children acquire basic abilities before they enter formal instructional programs in reading, spelling, and arithmatic.

The programs are in six volumes. Each program consists of instructional goals defined as behavioral objectives and organized into hierarchies of levels. A criterion-referenced test accompanies each objective, enabling teachers to assess the child's competency in a specific objective prior to moving to more difficult tasks. Programs can be presented in any order, but are designed to be implemented simultaneously. Objectives are presented as they are sequenced. Suggested learning activities provided are effective in teaching the various objectives.

The Visual-motor program teaches basic spatial analysis and organizational skills. The child is given experiences that require analysis of construction of concrete or drawn patterns. The Auditory-motor program teaches basic acoustical analysis and organizational skills; it highlights the analysis of spoken language rather than nonverbal sounds. The General-motor program teaches children various gross- and fine-motor abilities in the context of games and other physical activities. The Letters and Numerals program teaches children to discriminate, name, and print from dictation numerals and capital and lower case letters.

The child successfully completing this curriculum will be able to: (1) analyze concrete spatial information into salient components and map the interrelationships; (2) identify the pronological components of spoken language to be coded with letters in reading and spelling; (3) demonstrate satisfactory motor coordination, and (4) show complete familiarity with the letters and numerals.

Developer: Learning Research and Development Center
Pittsburgh, PA

• implementation requirements

The 6 volumes provide most of the materials necessary for implementing the program. Additional materials needed are normally found in elementary schools, i.e., blocks, pegboards, geoboards, and/or other manipulatives. Teacher training is provided in an introductory guide; no additional training is normally needed. If the program is to be individualized, a classroom aide is needed.

Children are initially pretested for placement purposes to determine where they should enter each of 4 programs. Intended use is approximately 1 hour daily during entire Kindergarten year; 30 minutes 1-5 times a week in grades 1-2.

• services available

The program is self-explanatory; no special services are needed.

• descriptors

Early Childhood Education
Perceptual Development

• target audience

Preschool through grade 2. Also with children experiencing a learning disability related to visual and/or auditory perceptual dysfunction.

• materials/costs

Perceptual Skills Curriculum (6 volumes, 1 set/classroom), $69.60. This set contains all master copies of tests and forms; master copies are duplicated by each teacher as needed. Manipulatives may be purchased separately or constructed at school.

• assurances/claims

During development, this program was used with approximately 4,000 children in 7 districts. Evidence showed: (1) pupils using this curriculum improved significantly in perceptual skills vs. untrained children; and (2) training in auditory skills was positively related to reading achievement.

No instances reported of harm of any sort (physical and/or psychological). Curriculum asexual; nothing can be construed as perpetuating racism or other bias.

• contact

Walker Educational Book Corp.
720 Fifth Ave.
New York, NY 10019
Phone: (212) 265-3632
Contact: Jim McMillen

(COMPILED, JUNE, 1977)

PRODUCT: BILINGUAL EARLY CHILDHOOD PROGRAM (BECP) LEVELS I, II, III

• description

A 3-year, sequential instructional program designed for Spanish-speaking children.

Children may enter this program at age 3 and move successively through Levels I-II-III; or they may enter at age 4 and complete a 2-year sequence of Levels II-III. At each level, the program contains 3 basic components: (1) instructional materials, (2) staff development, and (3) parent involvement. (Complete description of each component contained in this catalog.) Each level may be purchased separately.

The program is developmental, emphasizing the mastery of skills in 7 major areas: visual, auditory, motor, ideas and concepts, adding English syntax and vocabulary building in Level II and prewriting in Level III.

The Level I curriculum contains 25 instructional units with 16 lessons per unit, which include 4 kinds of activities--visual, auditory, motor, and cognitive. Each unit centers around a single theme, such as "clothing," "family," or "community environment."

The Level II curriculum contains 25 instructional units, with 22-25 lessons/unit, which include 6 kinds of activities--visual, auditory, motor, cognitive, syntax of English, and English vocabulary. Each unit centers around a single theme, such as body awareness or community helpers.

The Level III curriculum contains 20 instructional units, with 30-32 lessons per unit, which include 8 kinds of activities--visual, auditory, motor, cognitive, English syntax, English vocabulary, prewriting, and exploring and discovering. Each instructional unit centers around a single theme and is designed to relate meaningfully to the child's home environment and previous experiences.

The total package provides a comprehensive framework within which children can develop skills in Spanish and English in a context relevant to their daily environment, parents can be involved in their children's learning, and teachers can expand their teaching skills.

Developer: Southwest Educational Development Laboratory
Austin, TX

• implementation requirements

The Bilingual Early Childhood Program requires the following:

(1) a bilingual teacher;
(2) preservice training:
12-30 hours, depending upon the teacher's experience in a bilingual program and in working with young children;
(3) inservice training:
2-8 hours depending upon teacher's experience;
(4) one hour daily for preparation;
(5) supervisor who is familiar with the program.

• services available

None needed, but inquiries for services, at cost, may be made to the publisher or developer--Office of Communications, (512) 476-6861.

• descriptors

Early Childhood Education
Bilingual Education
Parent Participation

• target audience

Three-5 year old Spanish-speaking children from disadvantaged backgrounds and parents and other family members.

• materials/costs

Level I classroom set includes English and Spanish manuals, spirit masters, filmstrips, records, staff development manuals (1/classroom), $498; training package , $84.

Level II classroom set includes English and Spanish manuals, spirit masters, filmstrips, records, and teaching staff development manuals. (1 set/classroom), $420, reusable).

Level III classroom set includes Spanish and English manuals, spirit masters, filmstrips, teacher staff development manuals (1 set/classroom), $594, reusable).

• assurances/claims

The Bilingual Early Childhood Program (all levels) was developed, tested, and revised over a 6-year period. The materials were tested in classrooms with high concentrations of Spanish-speaking children from low-income homes. Evaluation data show that (1) children reached expected performance levels and (2) there was no indication of harm to children. The material is designed to be culturally and socially relevant to pupils, but does not promote any racial, sexual, or social biases.

• contact

National Educational Laboratories Publishers, Inc.
P. O. Box 1003
Austin, TX 78767
(512) 385-7084

(COMPILED, JUNE, 1977)

PRODUCT: BILINGUAL EARLY CHILDHOOD PROGRAM (BECP): INSTRUCTIONAL MATERIALS LEVELS I, II, III

• description

Developmentally oriented instructional materials emphasizing mastery of skills and concepts.

Three levels of instructional materials are available. Major areas covered in Level I are visual, auditory, motor, and cognitive. Additional areas of English syntax and English vocabulary are introduced in Level II and expanded to include pre-writing, exploring, and discovering in Level III.

Each unit centers around a single theme, such as school or community, building on what the child already knows from home and previous experience and expanding skills into new contexts. Activities begin with lower-order skills and proceed systematically to higher tasks. Once children have mastered concepts and skills in Spanish, the same concepts are introduced in English.

The class is divided into 3 or 4 small groups that cycle through alternating periods of direct instruction, assigned independent activity, and self-selected activities. Guidelines for classroom arrangement and management are provided.

Instructional units contain most materials the teacher needs, including:

- an instructional manual in Spanish and English with
  - an overview of concepts and skills to be developed
  - an explanation of teacher preparation
  - daily lesson objectives and activities
  - descriptions of independent study activities
- a test based on the curriculum
- special multimedia instructional materials (filmstrips, records, puzzles, teaching pictures, game cards, etc.).

Activities and procedures have been designed to promote satisfying interaction between teacher and learner. Home activities for parents are provided.

Developer: Southwest Educational Development Laboratory
Austin, TX

• implementation requirements

The Bilingual Early Childhood Instructional Materials require the following:

(1) a bilingual teacher;
(2) preservice training:
12-30 hours, depending on teacher experience in a bilingual program and in working with young children;
(3) inservice training:
2-8 hours depending on teacher experience;
(4) 1 hour daily for preparation;
(5) supervisor familiar with the program.

• services available

None needed, but inquiries for services, at cost, may be made to the publisher or developer--Office of Communications, (512) 476-6861.

• descriptors

Early Childhood Education
Bilingual Education
Parent Participation

• target audience

Three-5 year old Spanish-speaking children from disadvantaged backgrounds and parents and other family members.

• materials/costs

Level I includes classroom set of reusable English and Spanish manuals, spirit masters, records, teacher staff development manuals, filmstrips, and home activities for parents (1/classroom), $498.

Level II includes classroom set of English and Spanish manuals, spirit masters, records, and staff development manuals, (1 set/classroom), $420, reusable.

Level III includes classroom set of English and Spanish manuals, spirit masters, records, teacher staff development manuals, filmstrips (1 set/classroom), $594, reusable.

Individual items available for all levels.

• assurances/claims

The Bilingual Early Childhood Program (all levels) was developed, tested, and revised over a 5-year period. The materials were tested in classrooms with high concentrations of Spanish-speaking children from low-income homes. Evaluation data show that (1) children reached expected performance levels and (2) there was no indication of harm to children. The material is designed to be culturally and socially relevant to pupils, but does not promote any racial, sexual, or social biases.

• contact

National Educational Laboratories Publishers, Inc.
P. O. Box 1003
Austin, TX 78767
(512) 385-7084

(COMPILED, JUNE, 1977)

PRODUCT: BILINGUAL EARLY CHILDHOOD PROGRAM (BECP): PARENT INVOLVEMENT LEVELS I, II, III

• description

A program designed to be used by parents at home to reinforce materials used by children in school.

The Parent Involvement component is designed to assist the teacher in involving parents at school and home. Parent involvement consists of:

(1) School and After: Parents Help - This is a manual, filmstrip with audiotape for the teacher with information on making home visits, conducting parent meetings, and involving parents in the classroom activities.

(2) Home Activities - More than 100 activities in Spanish and English that parents can easily do at home. The activities will assist parents in reviewing and reinforcing what the child has already learned at school.

The program has two major elements. The first is carried out by the teacher or supervisor and includes: (1) home visits to meet children and parents before school begins; (2) an orientation meeting at school for parents; (3) involvement of parents in classroom observation and as participants in classroom activities; and (4) involvement of parents in field trip activities. The second element is designed to help parents become more effective teachers of their preschool children, to increase parents' knowledge of community educational resources, and to inform parents of their children's school learning experiences.

Developer: Southwest Educational Development Laboratory
Austin, TX

• implementation requirements

The Bilingual Early Childhood Parent Involvement Component suggests the involvement of:

(1) a bilingual teacher with some familiarity with the program;
(2) ongoing parent/teacher interaction;
(3) parent classroom observations;
(4) parent participation in field-trip activities;
(5) home activities and reading.

• services available

None needed, but inquiries for services, at cost, may be made to the publisher or developer--Office of Communications, (512) 476-6861.

• descriptors

Parent Participation
Early Childhood Education
Bilingual Education

• target audience

Three-5 year old Spanish-speaking children and their parents. The program has also been used with English speakers.

• materials/costs

Consumable home activities kit for parents (1/family), $6. A separate kit is available for each level. Reusable kit, School and After: Parents Help, for use in training teachers to work with parents, is included in the staff development kit or may be purchased separately, for $32.

• assurances/claims

The Parent Involvement Component was tested as part of the Bilingual Early Childhood Program. All levels were developed, tested, and revised over a 5-year period. The material is designed to be culturally and socially relevant to the target pupils and their families, but does not promote any racial, sexual, or social biases.

• contact

National Educational Laboratories Publishers, Inc.
P. O. Box 1003
Austin, TX 78767
(512) 385-7084

(COMPILED, JUNE, 1977)

PRODUCT: BILINGUAL EARLY CHILDHOOD PROGRAM (BECP): STAFF DEVELOPMENT LEVELS I, II, III

• description

A multimedia staff training component.

The Bilingual Early Childhood Program, Staff Development component includes for each level 5 teacher manuals, a supervisor's manual, and an administrator's handbook. Three of these manuals are used at each level as a basis for the preservice workshop to be conducted by the supervisor and are a comprehensive program introduction for new teachers.

The multimedia Staff Development component, designed for preservice and inservice training, is divided into two parts:

(1) Site training package includes an administrator's and supervisor's manual containing information for preservice and inservice training, observing in the classrooms, hiring teachers, and performing administrator's duties. Also 12 filmstrips and audio recordings demonstrating lessons give an overview of total program testing procedure.

(2) Teacher materials consist of 3 preservice manuals covering such topics as general program information, teacher roles and responsibilities, testing procedures, sample lessons for small-group instruction, and techniques in managing preschool classes. The 2 inservice manuals offer guidelines for individualizing instructions, effective use of equipment, and ways that teacher expectation influences children's learning and behavior.

Program goals are to develop teacher classroom skills, to demonstrate and simulate ways of instructing young children, to assist teachers in planning, scheduling, and managing classroom activities, and to develop teachers' ability to maximize learning that can occur using these classroom materials.

Developer: Southwest Educational Development Laboratory
Austin, TX

• implementation requirements

The Bilingual Early Childhood Staff Development component requires the following:

(1) a bilingual teacher;
(2) preservice training:
12-30 hours, depending on teacher experience in a bilingual program and in working with young children;
(3) inservice training:
2-8 hours depending on teacher experience;
(4) 1 hour daily for preparation;
(5) supervisor familiar with program.

• services available

None needed, but inquiries for services, at cost, may be made to the publisher or developer--Office of Communications, (512) 476-6861.

• descriptors

Teacher Training
Bilingual Education

• target audience

Administrators, supervisors, teachers, and assistant teachers of Spanish-speaking 3-5 year olds.

• materials/costs

Reusable Staff Development Kit (used at all 3 levels), $81, contains teacher handbooks, supervisor manuals, administrator handbooks, filmstrips, and tapes. Available only to purchasers of BECP Instructional Materials.

• assurances/claims

The Staff Development Component was tested as part of the Bilingual Early Childhood Program. All levels were developed, tested, and revised over a 5-year period. The materials are designed to be culturally and socially relevant to the target pupils and their teachers, but does not promote any racial, sexual, or social biases.

• contact

National Educational Laboratories Publishers, Inc.
P. O. Box 1003
Austin, TX 78767
(512) 385-7084

(COMPILED, JUNE, 1977)

PRODUCT: SWRL/GINN INSTRUCTIONAL CONCEPTS PROGRAM (ICP)

• description

The ICP program provides a complete set of resources for helping young children learn concepts important to success in school.

ICP, a performance-based program, teaches kindergarten children 96 concepts basic to classroom instruction. They pertain to colors, sizes, shapes, amounts, positions, premathematics, and prereading. Program resources include story cards and posters, concept books, games, flashcards, concept cards, criterion and practice exercises, and a teacher's manual. The ICP 58 lessons are divided into 7 units; each unit contains lessons for 2-4 concepts. Criterion and practice exercises follow each lesson.

ICP lessons may be completed in a continuous time block or at different times during the day. If one 20-30 minute lesson is completed daily, pupils can complete the program in less than 12 weeks.

A Quality Assurance Service enables a district to collect ongoing information on how the program is functioning and to identify and credit instructional achievements. Monthly and final reports detail instructional accomplishments of pupils at class, school, and district levels. Districts use instructional status information to facilitate coordination and management, to aid instructional planning, and to communicate instructional successes to school boards, parents and community.

Developer: SWRL Educational Research and Development
Los Alamitos, CA

• descriptors

Concept Formation
Prereading Experience

• target audience

Kindergarten and 1st grade pupils.

• materials/costs

ICP costs, based on 36 pupils/class, are $120 for complete set of teacher and pupil classroom materials; $30 for training kit; $45 for training film.

• implementation requirements

ICP implementation materials include all resources needed to implement and operate the program easily in a district. Audiovisual and print media provide guidelines to assist district personnel with activities related to (a) program orientation and personnel training, (b) instructional planning and scheduling, (c) materials processing and storage, (d) pupil placement and proficiency assessment, (e) program monitoring, and (f) community information. ICP training usually can be completed in 1 morning or afternoon session.

• services available

Consulting is available. Contact SWRL, Division of Resource Services, for further information, (213) 598-7661.

• assurances/claims

The program appears to be free from racial, sexual, cultural, or religious bias or imbalance. A 2-year Quality Assurance study with over 100,000 pupils in over 2,000 schools in 18 states showed important instructional outcomes may be reliably attained in varied school settings with a wide variety of pupils through use of a systematically developed educational product such as the Kindergarten Program (the Beginning Reading and Instructional Concepts Programs). The study produced 100 scores for each of 100,000 pupils on over 20 assessments each year.

• contact

Ginn and Company
191 Spring St.
Lexington, MA 02173
(617) 861-1670

(COMPILED, JUNE, 1977)

Elementary Education

This broad category of products covers the needs and interests of educators working in the primary grades on into the middle school. In addition to resources in reading, writing, spelling, comprehension, etc., this section covers options that highlight teacher training, bilingual education, individualizing instruction, biculturalism, parent involvement, school organization, and much more.

PRODUCT: CONSTRUCTING DRAMATIC PLOT

• description

A unit for grades 3 and up that teaches dramatic plot structure through games and creative writing activities.

This part of "The Five Sense Store: The Aesthetic Education Program" (AEP) provides a series of games in which 3rd-grade pupils begin to understand how a playwright achieves unity in a play. Pupils select and arrange elements of dramatic plot structure -- characters, setting, incidents, conflict, crisis and resolution -- to solve problems. Thus, they discover how a playwright uses these elements to create a dramatic plot that tells the story and creates interest in the audience. Colorful game boards and rule sheets for each of three games are used with card decks that present specific examples of each element. Diagnostic activities which precede the games can be used to guide pupils to the most appropriate beginning game level. Groups of three pupils play the games together.

The unit encourages pupils to use card decks to select characters and setting and to link a series of incidents to create a simple but logical story (game 1); to create a simple but logical story with more elements (game 2); to create a more complex plot (game 3); and to act out their dramatic plots.

Purposes are to (1) lead pupils to understand dramatic plot structure by having them manipulate elements in developing their own plots and (2) help them begin to see how playwrights use these elements.

The unit is one part of the curriculum in aesthetic education called "The Five Sense Store."

Developer: CEMREL, Inc.
St. Louis, MO

• implementation requirements

This self-contained unit of instruction does not require a specialist teacher. A pupil progress chart can be used for recordkeeping. Two diagnostic activities are included for pre- and post-instruction. Appropriate guidelines for assessment are in the teacher's guide. Package may be handled as a group activity or pupils may progress at their own pace on a group basis (3 pupil minimum). Requires more space than a desktop -- an area 8' x 8' is suggested. Teacher's guide outlines all procedures. The activities take from 10 to 15 hours of actual classroom time.

• services available

"Five Sense Store" demonstration sites are located in various parts of the nation. Workshops are offered by CEMREL, Inc. (contact Bernard S. Rosenblatt, Associate Director, Aesthetic Education Program). Curriculum consultation is available. (However, classroom teachers without special training can implement the package.)

• descriptors

Aesthetic Education
Drama
Theater Arts

• target audience

Pupils in grade 3 and up.

• materials/costs

Teacher's guide and set of 21 sample plot cards, $15; pupil materials (1 set/6 pupils), $45. Set includes 2 sets of 3 game boards, 2 sets of rule sheets for each of 3 games, 2 boxes of game cards (145 card/box), 60 diagnostic activity sheets; the last item is consumable yearly.

• assurances/claims

Materials were evaluated during prepublication tryouts in 4 classrooms of varying ethnic/socio-economic characteristics. No harm has been associated with the product. No deficiencies (social bias, ethnic or sexual stereotyping, inappropriate content) were found. A national advisory committee reviewed substance and form. Pilot tryouts in 41 states indicate that the materials can be successfully implemented by a competent teacher.

• contact

CEMREL, Inc.
3120 59th St.
St. Louis, MO 63139
(314) 781-2900
Contact: Jennie Scaggs
Publications

(COMPILED, JUNE, 1977)

PRODUCT: CREATING WORD PICTURES

• description

A unit for grades 2 and up that explores the creative, expressive, and aesthetic uses of words and word combinations.

This part of "The Five Sense Store: The Aesthetic Education Program" (AEP) encourages exploration of the English language as a tool for effective and imaginative communication, both oral and written. Each pupil has a Word Book (comic book style) that explains concepts, directs activities, and reinforces learning. It is used along with a diagnostic activity, record sheets, a set of word cards, a word-card sheet, and the "What is....?" game materials. Pupils progress at their own pace.

Objectives are to encourage pupils to: (1) describe verbally the sense connotations of words they select; (2) manipulate word cards to produce specific or original images; (3) recognize and create word pictures; (4) select words to find various answers; (5) demonstrate they can use words creatively to communicate thoughts effectively.

Each lesson tells the teacher the concept to be learned, states the objectives for pupils, guides the teacher in how to use the activity, and gives examples of what pupils should be able to do.

This unit is one part of the curriculum in aesthetic eudcation called "The Five Sense Store." Activities require from 15 to 45 minutes each. Progress is recorded on a "Record of Activities" sheet.

Developer: CEMREL, Inc.
St. Louis, MO

• implementation requirements

This self-contained unit of instruction does not require a specialist teacher. Guidelines for informal assessment procedures are provided in the teacher's guide, and pertinent criteria for evaluating each activity are listed in the notes for that activity. Activities are sequential and cumulative; they may be used as part of an ongoing literature curriculum, linked with other AEP units, or used with language arts programs. Diagnostic pretest activity provides entry point for each pupil. The unit takes about 9 classroom hours to complete.

• services available

"Five Sense Store" demonstration sites are located in various parts of the nation. Workshops are offered by CEMREL, Inc. (contact Bernard S. Rosenblatt, Associate Director, Aesthetic Education Program). Curriculum consultation is also available. (However, classroom teachers without special training can implement the package.)

• descriptors

Aesthetic Education
Literature

• target audience

Pupils in grade 2 and up.

• materials/costs

Teacher's guide, $4.95; learner manuals (1 set/6 pupils), $72. Set inluces 6 Word Books, 2 boxes of word cards, 2 "What is....?" games, 6 word-card sheets, 4 pads of diagnostic activity sheets, 6 pads of individual worksheets; the latter 2 items are consumable yearly.

• assurances/claims

Materials were evaluated during prepublication tryouts in 4 classrooms of varying ethnic/socio-economic characteristics. No harm has been associated with the product. No deficiencies (social bias, ethnic or sexual stereotyping, inappropriate content) were found. A national advisory committee reviewed substance and form. Pilot tryouts in 41 states indicate that the materials can be successfully implemented by a competent teacher.

• contact

CEMREL, Inc.
3120 59th St.
St. Louis, MO 63139
(314) 781-2900
Contact: Jennie Scaggs
Publications

(COMPILED JUNE, 1977)

PRODUCT: SOBER-ESPAÑOL

• description

An objective-based system to assess reading achievement in Spanish for students in grades K-3.

SOBER is an acronym for System for Objective-Based Evaluation in Reading. It contains criterion-referenced objectives and test items for grades K-3. Objectives and test items for grades 4-6 are completed; publishing negotiations are still underway. When completed, the system will have the capability of generating either comprehensive assessment instruments or short tests to measure Spanish reading achievement in grades K-12.

SOBER-Español tests can be used for pretesting, posttesting, and as an interim measure at various points in a reading program. For each testing period, 10-30 objectives are selected from a comprehensive collection of all reading objectives. A test is then constructed on the basis of the specified objectives. The publisher provides 3 test items for each objective, prepares test booklets, and sends customized tests and examiner's manual to the schools. Scoring provides 3 types of information: individual student reports, group results, and a distribution showing which objectives the students have mastered and which they have not. Subject area includes evaluation, Spanish, language arts, and bilingual education.

Developer: Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, CA

• descriptors

Bilingual Education
Evaluation

• target audience

Bilingual reading students, K-3.

• materials/costs

Student test booklet (custom tests, 1/student), $.60; student test booklet of catalog tests (1/student), $.45; answer sheets (1/student), $.01; catalog of objectives (1/25 students), $3.25; guide to SOBER-Español (1/24 students), $.64; supplemental items, machine scoring, and reporting (1/student), $.75/student.

• assurances/claims

Reading passages in SOBER-Español were developed from original materials. They try to avoid sterotyped representations of people: i.e., on the basis of age, sex, race, or religion. Reading passages and test items were both written and reviewed by bilingual educators. No difficulties in test administration have been encountered.

• implementation requirements

Time requirements vary depending on selected patterns of use. As an optional service, scoring can be provided by the publisher. The test selector is advised as a normal part of the selection procedure to select objectives at an appropriate level of difficulty, as any test situation can create the pressure to perform.

• services available

Printing, delivery, and scoring (optional) of tests are handled by Science Research Associates. The Center for the Study of Evaluation offers orientation/training workshops for SOBER-Español on request; contact Richard Cornejo, (213) 825-4711, for workshop information and for information on the experimental 4-6 program.

• contact

For published K-3 program:
SOBER-Español Operations Dept.
Science Research Associates
259 East Erie St.
Chicago, IL 60611
(312) 266-5082
(800) 621-6468
Contact: Nelson Noggle

(COMPILED, JUNE, 1977)

PRODUCT: THE DRILL AND PRACTICE SPELLING PROGRAM (DPSPEL)
(Part of the Computer-Assisted Elementary Spelling Program)

• description

A program that provides practice in spelling root words and in adding prefixes and suffixes.

This computer-assisted spelling program provides practice in spelling root words and adding prefixes and suffixes. Lessons are of 2 general types: application of structural rules, which includes forming and adding regular noun plurals or verb past tense or third singular; and vocabulary building lessons, where the affixed form must be discovered through sentence clues and then spelled.

To elicit a word to be spelled, the computer console displays a sentence such as "Make the -ing form of trap." The root word is highlighted by asterisks. The child spells the affixed form -- "trapping" -- and gets immediate feedback on correctness. Misspelled words are presented again for more practice. The lesson ends when the child has spelled a correct spelling for each word. Practice is provided in both directions, from root to derived form and vice versa.

The lessons are coordinated with the off-line individualized Kottmeyer and Ware spelling curriculum. Computer-assisted instruction is available for 18 textbook units. Teachers make assignments by writing the appropriate lesson name on a student flowchart that contains directions for entering and using the program. The program contains its own pretest. An off-line cassette-led posttest can be used, or the pretest routine can be reaccessed to assess mastery.

DPSPEL can be used independently or with 1 or all of the other learning resources in the Computer-Assisted Elementary Spelling Program.

Developer: Learning Research and Development Center
Pittsburgh, PA

• implementation requirements

Users must have access to a time-sharing computer system capable of running programs written in FORTRAN IV. The program requires a teletype compatible cathode-ray tube (CRT) and is enhanced if run on a CRT capable of erasing selective lines and positioning the cursor, such as the DATAPOINT 3300. A month of expert programming would be required to adapt the program to local time-sharing systems. Teacher orientation takes about ½ hour. Each student needs ½ hour on the terminal to learn management skills. An average lesson takes 33 minutes. With 18 lessons, instruction typically requires a total of 10 hours.

• services available

Contact the developer, Learning Research and Development Center, for costs of consulting help. Assistance in planning for implementation is available.

• descriptors

Spelling

• target audience

Students in grades 2-6; junior high students in remedial reading and spelling.

• materials/costs

Consumable student flowcharts (18/student), $1.80/student; reusable teacher resource sheet (1/teacher), $1. The computer program is available at cost of duplication.

• assurances/claims

During 2 years of operation in a school setting, no harm to students was noted. Students are treated uniformly, regardless of race or sex. No social biases were found. The program is in its third year of use at the Oakleaf School. Teachers continue to use it regularly as children are placed in the target units.

• contact

Learning Research and
Development Center
University of Pittsburgh
3939 O'Hara St.
Pittsburgh, PA 15260
(412) 624-4919
Contact: Karen Block

(COMPILED, JUNE, 1977)

PRODUCT: THE SPELLING PATTERNS PROGRAM (SPLPAT)
(Part of the Computer-Assisted Elementary Spelling Program)

• description

A program teaching the concept that a target sound can be spelled by alternative letters or graphemes.

This computer-assisted spelling program teaches the concept that a target sound or phoneme (e.g., /K/) can be spelled by alternative letters or graphemes (/K/, /CK/, /C/). Designed for use as an important component of the standard off-line spelling curriculum, 16 different lessons teach 21 different phoneme-to-alternative-grapheme mappings. The program has been used in 2 ways -- as prerequisite instruction prior to practice in generating alternative spellings provided by another computer-assisted spelling program or as remedial instruction for poorer spellers who need review and maintenance instruction in basic spelling generalizations.

The teaching strategy of guided discovery is implemented by the finding-counting-sorting teaching routines: (1) finding words with a target phoneme out of a larger set of words, (2) counting the number of different spelling patterns that represent the sound in the sample of words, and (3) sorting the sample of words into a columnar array according to the spelling patterns they contain. As with all computer-assisted programs, there is immediate feedback and branching appropriate to the nature of the student's answer. The lessons can be coordinated with standard off-line individualized spelling curriculums. Teachers assign the program by writing the appropriate lesson name on a student flowchart. When the student completes the program, a percentage score is given that reflects the student performance level. SPLPAT can be used independently or with 1 or all of the other learning resources in the Computer-Assisted Elementary Spelling Program.

There are no pretests for this program. Teachers are free to use it according to their own assessment of student needs. Percentage scores reflecting the students' levels of correct responding are fed back to the classroom teacher through the student flowcharts to aid the teacher in this evaluative and prescriptive process.

Developer: Learning Research and Development Center
Pittsburgh, PA

• implementation requirements

Access to time-sharing computer system capable of running FORTRAN IV programs. Requires teletype-compatible cathode-ray tube, is enhanced if run on CRT capable of erasing selective lines and positioning cursor (e.g., DATAPOINT 3300). Month of expert programming required to adapt to most local time-sharing systems. Teacher orientation about ½ hour. Student needs ½ hour on terminal to learn management; 13 hours typically needed to complete entire program.

• services available

Contact the developer, Learning Research and Development Center, for costs of consulting help. Assistance in planning for implementation is also available.

• descriptors

Spelling

• target audience

Students in grades 2-6; junior high students in remedial reading and spelling.

• materials/costs

Consumable student flowcharts (16/student), $1.60/student. Reusable teacher resource sheet (1/teacher), $1. The computer program is available at cost of duplication.

• assurances/claims

A recent dissertation compared 2 curricular approaches to spelling, one emphasizing work list learning and another emphasizing sound-letter correspondence instruction (with SPLPAT program as a major component). Research results indicated the curriculum emphasizing correspondences resulted in more spelling achievement gains and increases in basic skills contributing to spelling.

• contact

Learning Research and
Development Center
University of Pittsburgh
3939 O'Hara St.
Pittsburgh, PA 15260
(412) 624-4919
Contact: Karen Block

(COMPILED, JUNE, 1977)

PRODUCT: THE SPELLING PROOF PROGRAM (SPRUF)
(Part of the Computer-Assisted Elementary Spelling Program)

• description

A program that requires the student to choose the correctly spelled word from a set to complete an analogy or a sentence.

This computer-assisted spelling program requires the student to choose the correctly spelled word from a set of distractors to complete an analogy or a sentence. The distractors are frequent misspellings of the target word (based on errors found in paper-and-pencil tests), homophones, and misspellings containing plausible phonetic alternatives. Practice is also provided in selecting homophones appropriate to semantic contexts. The student selects the correct spelling and is provided immediate feedback. Incorrect items are saved and presented again later in the instructional session. Students work until every item has been answered correctly once.

Seventeen lessons, which can be used as stand-alone instructional resources, provide computer-assisted instruction for certain units of the off-line Kottmeyer and Ware spelling curriculum, but could be coordinated with other textbook series as well. Teachers make assignments by writing the appropriate lesson name on a flowchart that contains directions for entering and using the program. When the student completes the program, a percentage score is given, and the student writes this score on the back of the flowchart. The percentage score, which reflects student performance level, is used to provide feedback to the teacher.

The program provides for pretesting and posttesting to assess spelling mastery. A child's first pass through the items in the computer-assisted program serves as a pretest, or teachers can assign the program when a child has failed to demonstrate mastery on an off-line cassette-led pretest. Upon completion of the program, the child takes an off-line cassette-led posttest.

SPRUF can be used either independently or with any or all of the other learning resources available in the Computer-Assisted Elementary Spelling Program.

Developer: Learning Research and Development Center
Pittsburgh, PA

• implementation requirements

Access to time-sharing computer system capable of running FORTRAN IV programs. Program requires teletype-compatible cathode-ray tube, is enhanced if run on CRT capable of erasing selective lines and positioning cursor (e.g., DATAPOINT 3300). Month of expert programming required to adapt to local time-sharing systems. Teacher orientation ½ hour. Student needs ½ hour on terminal to learn management; 5.3 hours typically required to complete program.

• services available

Contact the developer, Learning Research and Development Center, for costs of consulting help.

• descriptors

Spelling

• target audience

Students in grade 2-6; junior high students in remedial reading and spelling.

• materials/costs

Consumable student flowcharts (17/student), $1.70/student. Reusable teacher resource sheet (1/teacher), $1. The computer program is available at cost of duplication.

• assurances/claims

During 2 years of operation in a school setting, no harm to students was noted. Students are treated uniformly, regardless of race or sex. No social biases were found.

Many children who did not demonstrate mastery on a pretest of a selected homophone unit were able to demonstrate mastery on a posttest after receiving practice on SPRUF.

• contact

Learning Research and
Development Center
University of Pittsburgh
3939 O'Hara St.
Pittsburgh, PA 15260
(412) 624-4919
Contact: Karen Block

(COMPILED JUNE 1977)

PRODUCT: THE TRY SPELLING PROGRAM (TRYSPL)
(Part of the Computer-Assisted Elementary Spelling Program)

• description

A program that allows children to generate multiple spellings for a word they wish to spell and then choose one that looks correct.

This computer-assisted spelling program permits children to generate multiple spellings for a word they wish to spell, then choose the one that "looks" correct. Immediate feedback is provided, and the correct spelling of the word is printed. Designed for use as an important component of off-line spelling curriculum, the 19 different TRYSPL lessons each contain an average of 16 words.

Teachers use TRYSPL in conjunction with various units of standard off-line spelling curriculums or in tandem with SPLPAT, which teaches alternative spellings for selected phonemes. Teachers assign the program by writing the appropriate lesson name on a student flowchart. When the student completes the program, a percentage score is given that reflects the student performance level. TRYSPL may be used independently, with SPLPAT, or with any other learning resources available in the Computer-Assisted Elementary Program. There are no pretests for this program. Teachers are free to use it according to their own assessment of student needs. Percentage scores reflecting the students' levels of correct responding are fed back to the classroom teacher through student flowcharts to aid the teacher in the evaluative and prescriptive process.

Developer: Learning Research and Development Center
Pittsburgh, PA

• implementation requirements

Access to time-sharing computer system capable of running FORTRAN IV programs. Program requires teletype-compatible cathode-ray tube, is enhanced if run on CRT capable of erasing selective lines and positioning cursor (e.g., DATAPOINT 3300). A month of expert programming required to adapt to most local time-sharing systems. Teacher orientation about ½ hour. Student needs ½ hour on terminal to learn management; 13 hours typically required to complete program.

• services available

Contact the developer, Learning Research and Development Center, for costs of consulting help. Assistance for planning implementation is available.

• descriptors

Spelling

• target audience

Students in grades 2-6; junior high students in remedial reading and spelling.

• materials/costs

Consumable student flowcharts and consumable student worksheets (19/student), $3.80/student. Reusable teacher resource sheet (1/teacher), $1. The computer program is available at cost of duplication.

• assurances/claims

No harm to students has been noted. Students are treated uniformly, regardless of race or sex. No social biases were found.

Gains up to 13% in spelling test scores are attributable to use of the program.

• contact

Learning Research and
Development Center
University of Pittsburgh
3939 O'Hara St.
Pittsburgh, PA 15260
(412) 624-4919
Contact: Karen Block

(COMPILED JUNE 1977)

25

PRODUCT: BASIC ORAL LANGUAGE DEVELOPMENT PROGRAM (BOLD)

• description

A series of video programs designed specifically to meet the language arts needs of 5- to 7-year-old native Alaskan children.

The Basic Oral Language Development Program (BOLD), part of the Alaska Satellite Demonstration Project, consists of 32 20-minute video cassettes designed to meet the language arts needs of 5- to 7-year-old native, rural Alaskan children whose first language is not English, and/or whose English is limited to rudimentary needs of home and classroom. This video series, entitled "Amy and the Astros," is set inside a spaceship. An English-speaking Alaskan woman, Amy, and a robot named Rod Dod informally teach English to 2 puppet "Astro" children who have come to Alaska from outer space.

By involving the viewing audience in "teaching" English to "Astro" children, students become more involved with the show and its characters while they themselves are being taught.

The Program is designed to: (1) improve and develop the oral language skills necessary to communicate effectively in English; (2) develop a good foundation of oral language proficiency upon which to base future successful achievement in reading, writing, and the more complex processes of thinking, such as concept formation, problem solving, and abstract reasoning; and (3) further develop an understanding of a different (English-speaking) culture.

The classroom teacher, with the aid of a teacher's manual, leads the class in a 5-day teaching sequence. Each of the 5-day lessons takes 20 minutes. Lessons concentrate on learning a new language pattern well, building on what children know and have learned in previous lessons, and reviewing constantly. Evaluation is left to individual teachers, with the suggestion that evaluations be based on both the program's detailed objectives and the teacher's own objectives for students.

Developer: Office of Telecommunications
State of Alaska
Juneau, AL

• implementation requirements

Use of BOLD requires a videotape program cassette, videotape playback unit, and television monitor, situated in a room suitable to accommodate viewers. The teacher's manual provides supporting activity suggestions.

• services available

None provided.

• descriptors

Oral Language Usage

• target audience

Children, 5-7 years old, in rural Alaska.

• materials/costs

U-matic videocassettes (3/4") are available through regular interlibrary loan channels; tapes may be dubbed for nonprofit educational use. If desired, the Alaska State Library will dub copies. Send 2 blank tapes for each tape required. (The library retains 1 blank tape to cover costs.) Teacher manuals are currently unavailable, but special reproduction arrangements can be made.

• assurances/claims

A consumer committee consisting of representatives from rural Alaskan villages, the Alaska Federation of Natives, and Alaskan education and health agencies actively contributed to review and approval of program designs from inception to actual program production.

Developers and producers have not received any reports of harm associated with product use. Any social biases or inappropriateness of content were eliminated.

• contact

Alaska State Library
Pouch G
Juneau, AL 99801
(907) 465-2919
Contact: Peggy Cummings

(COMPILED, JUNE, 1977)

PRODUCT: INDIVIDUALIZED SPELLING AND WRITING PATTERNS

• description

An individualized spelling series.

This individualized spelling series enables children to master the spelling of the most commonly used words found in the writing vocabulary of elementary grade pupils. It also offers an inductive instructional approach for mastering underlying phonic generalizations for building spelling skill.

The program uses 5 textbooks divided into levels arranged by degree of word difficulty. These are further divided into lists which include patterning activities, opportunities for the pupil to induce spelling rules, exercises in word patterns, sentence patterns, phonetic spelling, and reading and writing. Pupils work through only those exercises necessary for mastery of the list.

Pupils progress at their own rates and are responsible for their own learning. Prescriptions, placement tests, pretests, posttests, review tests, word hurdle tests, and final tests monitor progress and provide objective evidence of pupil strengths/weaknesses.

Developers: Research for Better Schools, Inc.
Philadelphia, PA

Learning Research and Development Center
Pittsburgh, PA

• implementation requirements

The program can be used in any kind of school setting (traditional or open classrooms, learning center). The management problem of pupils in 1 classroom working on different spelling units is solved by use of cassette tapes. Materials should be used a minimum of 90 minutes per week. Program requires accessible center to store equipment (materials, hardware, cassettes). Class scheduling should not overcrowd the center. Teacher aides recommended to help pupils locate materials and to grade tests.

• services available

Training and implementation assistance available from Research for Better Schools; contact the Marketing Division, (215) 561-4100.

• descriptors

Spelling
Writing

• target audience

Pupils in grades 2-6.

• materials/costs

Consumable response booklets (1/pupil), $.81 (#1030); cassettes (2 sets/school), $195 (#1033); teacher manual (1/teacher, reusable), $4.50 (#1031); script books (1/teacher, reusable), $2.85 (#1032) from Follett Publishing Co. Cassette playback unit with earphones (5-10/school) from local supplier, about $40.

• assurances/claims

The program, which includes a teacher training package, has been used by varied pupil populations in varied learning settings (regular classes, compensatory education, special education). Materials are free from social biases. After field tests in more than 30 schools throughout the nation, neither developer nor publisher has received any reports of harmful effects.

• contact

Follett Publishing Co.
1010 W. Washington Blvd.
Chicago, IL 60607
(312) 666-5858
Contact: Marketing Department

(COMPILED, JUNE, 1977)

PRODUCT: INDIVIDUALLY PRESCRIBED INSTRUCTION IN READING

• description

A program of sequenced reading skills organized into units and levels of work.

This individualized reading program combines a hierarchical framework of behaviorally stated objectives, correlated diagnostic and evaluative instruments, curriculum materials, alternative instructional techniques, and systematic management. This comprehensive, sequenced program is organized into units and levels of work covering grades 1 through 6. Sample topics include visual discrimination, auditory discrimination, structural analysis, vocabulary development, literal comprehension, interpretive comprehension, evaluative comprehension, library skills, reference skills, and organizational skills.

The first stage, Prereading, is divided into reading readiness and prereading. Decoding, the second stage, stresses translation of printed symbols into meaningful speech sounds. The third stage, Transition, continues instruction in decoding and comprehension. The fourth stage is divided into skills development and application, directed reading, and selected reading.

Throughout, pupils direct their own learning activities and work at their own rate. Available learning materials include programmed readers, tapes and tapebooks, skills sheets, storybooks, and language master cards. Placement tests, pretests, curriculum-embedded tests, and posttests place the learner at the appropriate reading level and identify learning difficulties.

Program goals are reading proficiency, pupil motivation, and self-initiated learning.

Developer: Research for Better Schools, Inc.
Philadelphia, PA

• implementation requirements

IPI reading can be used in any type of school setting. Basic program is self-instructional, but individual tutoring, group teaching, peer help, and group discussion should be available as required. Requires accessible center for storage of materials, hardware, and cassettes. Class schedules should not overcrowd materials center. Teacher aide recommended to carry out noninstructional tasks. Program should be used 1 period daily in grades 1-6. Pupil progress monitored by oral tests, tapebook responses, and end-of-book tests.

• services available

Training and implementation assistance available from Research for Better Schools; contact Jack Fisher, (215) 561-4100.

• descriptors

Individualized Instruction

• target audience

Pupils grades 1-6.

• materials/costs

Primary: consumable selected Programmed Reading materials (Webster Div., McGraw-Hill, (212) 997-1221), approximately $1,776; selected sound tapebook and paperbacks (Scholastic, (201) 567-7900), approximately $390; storybooks and tapebook cassettes (Magnetix Corp., Winter Garden, FL, (305) 656-4494), approximately $1,107; tapebook playback units (local). Intermediate: printed materials, $2,384; paperbacks/supplementary books (various suppliers), $1,850; cassettes (Magnetix), $65; Language Master Cards (MCM Corp., Greenwich, CT), $160. Other miscellaneous items' prices reflect 1 class, 30 pupils, grades 1-6.

• assurances/claims

IPI Reading, including teacher and administrator training packages, has been used by varied pupil populations in a wide variety of learning settings (regular classes, compensatory education, special education). Materials are free from social biases. After use in more than 80 schools throughout the nation for at least 3 years, the developers have had no reports of harmful effects.

• contact

Appropriate distributor as noted above.

(COMPILED, JUNE, 1977)

PRODUCT: BILINGUAL KINDERGARTEN PROGRAM

• description

A comprehensive multimedia program to make Spanish-speaking preschool children functionally bilingual.

The materials in this program are designed to teach English to the Spanish-speaking kindergarten children while strengthening their Spanish language. The program, a total learning system, includes the following components: instructional materials, staff development, and parent activities. The general goals of the program are to develop the child's: (1) basic motor, visual, and auditory abilities; (2) language skills in both Spanish and English; (3) general knowledge and reasoning ability; and (4) positive self-concept. To achieve these goals, the instructional program includes lesson elements dealing with 7 areas: visual training, auditory training, motor training, prewriting, ideas and concepts, English syntax, and vocabulary. An additional manual of mathematics activities supplements the basic program.

Developer: Southwest Educational Development Laboratory
Austin, TX

• implementation requirements

Requires a bilingual teacher and preservice training (12-30 hours, depending upon teacher's experience in a bilingual program and in working with young children). Inservice training takes 2-8 hours, depending upon teacher's experience, plus 1 hour daily for preparation. A supervisor familiar with the program is needed.

• services available

None are needed, but inquiries for services, at cost, may be made to the publisher, or to the developer's Office of Communications, (512) 476-6861.

• descriptors

Bilingual Education
Early Childhood Education
Parent Participation

• target audience

Five-year-old Spanish-speaking children.

• materials/costs

Complete classroom set includes English and Spanish manuals; spirit masters; records; teacher staff development manuals; filmstrips (1 set/classroom), $420, reusable. Individual items available.

• assurances/claims

The Bilingual Kindergarten Program has been tested with over 3,000 pupils during a 4-year cycle of development, field testing, and revision. Evaluation data showed that (1) students reached desired performance levels, and (2) there was no indication of harm to children using the material. The materials do not promote any social, sexual, or racial biases. Responses from teachers at all test sites were favorable.

• contact

National Educational Laboratory
Publishers, Inc.
P. O. Box 1003
Austin, TX 78767
(512) 385-7084

(COMPILED, JUNE, 1977)

PRODUCT: BILINGUAL KINDERGARTEN PROGRAM: INSTRUCTIONAL MATERIALS

• description

A multimedia curriculum to teach 5-year-old Spanish-speaking children English while strengthening their present Spanish-language skills.

The materials of this program are designed not merely to teach the child English, but to help the child become functionally bilingual--to teach English while strengthening the Spanish-language skills already acquired. It is a total learning system with 4 general goals: (1) to develop basic visual, auditory, and motor skills; (2) to develop Spanish and English language skills; (3) to develop general knowledge and reasoning ability; and (4) to develop in the child a positive self-concept.

Instructional materials are divided into 12 units, each designed to be used for a 2-3 week period. Activities include filmstrips, spirit masters, audiorecordings, posters, games, color cards, workcards, and geometric shapes. The materials deal specifically with the child's development in 7 basic areas: visual training, motor training, prewriting, ideas and concepts, English syntax, and vocabulary.

Developer: Southwest Educational Development Laboratory
Austin, TX

• descriptors

Early Childhood Education
Bilingual Education
Parent Participation

• target audience

Five-year-old Spanish-speaking children, their parents, and teachers.

• materials/costs

A complete classroom set includes English and Spanish manuals, spirit masters, records, teacher staff development manuals, filmstrips (1/classroom), $420, reusable. Individual items available.

• assurances/claims

The Bilingual Kindergarten Program has been tested with over 3,000 pupils during a 4-year cycle of development, field testing, and revision. Evaluation data show that (1) students reached desired performance levels, and (2) there was no indication of harm to children using the material. The materials do not promote any social, sexual, or racial biases. Responses from teachers at all test sites were favorable.

• implementation requirements

Requires a bilingual teacher and preservice training (12-30 hours, depending upon teachers's experience in a bilingual program and in working with young children). Inservice training takes 2-8 hours, depending upon teacher's experience, plus 1 hour daily for preparation. A supervisor familiar with the program is needed.

• services available

None are needed, but inquiries for services, at cost, may be made to the publisher, or to the developer's Office of Communications, (512) 476-6861.

• contact

National Educational Laboratory Publishers, Inc.
P. O. Box 1003
Austin, TX 78767
(512) 385-7084

(COMPILED, JUNE, 1977)

PRODUCT: BILINGUAL KINDERGARTEN PROGRAM: PARENT INVOLVEMENT

• description

A program designed to be used by parents at home to reinforce materials used by children in school.

Recent work with low-income parents indicates that they are no less concerned about their children's education than are more advantaged parents. However, because of limited education, resources, and power in the community, low-income parents often do not know how to maximize their children's educational experiences. This program is designed to assist parents in these areas by involving them as partners in the task of developing their children's potential.

More than 100 individual parent activities that can easily be used at home help parents to learn specific skills relevant to what their children are learning and to develop vocabularies and concepts. Parents are encouraged to emphasize conversations with their children and to take a greater interest in their children's schoolwork. The program includes a teacher's manual, a filmstrip with audiorecording, and a parent's manual containing 60 individual learning activities written in Spanish and English.

The program has 2 major elements. The first, carried out by the teacher or local supervisor, includes: (1) home visits to meet children and parents before school begins; (2) a parent orientation meeting at school; (3) organization of a parent advisory committee; and (4) involvement of parents in classroom observation, activities, and field trips. The second element is designed to help parents become more effective teachers of their preschool children, to increase their knowledge of community educational resources, and to inform parents of their children's learning experiences in school.

This product seeks to establish in parents a positive expectation of the child's ability to achieve and thereby greatly accelerate the child's success in school.

Developer: Southwest Educational Development Laboratory
Austin, TX

• implementation requirements

Requires a bilingual teacher and preservice training 12-30 hours, depending upon teacher's experience in a bilingual program and in working with young children). Inservice training takes 2-8 hours, depending upon teacher's experience; 1 hour daily for preparation. A supervisor familiar with the program is needed.

• services available

None are needed, but inquiries for service, at cost, may be made to the publisher, or to the developer's Office of Communications, (512) 476-6861.

• descriptors

Bilingual Education
Parent Participation
Early Childhood Education

• target audience

Five-year-old Spanish-speaking children and their parents.

• materials/costs

Home activities for parents (1/family), $6, consumable.

• assurances/claims

The Parent Involvement component was tested as part of the Bilingual Kindergarten Program with over 3,000 pupils during a 4-year cycle of development, field testing, and revision. The materials do not promote any social, sexual, or racial biases. Responses from teachers at all test sites were favorable.

• contact

National Educational Laboratory Publishers, Inc.
P. O. Box 1003
Austin, TX 78767
(512) 385-7084

(COMPILED JUNE 19

PRODUCT: BILINGUAL KINDERGARTEN PROGRAM: STAFF DEVELOPMENT

• description

An extensive multimedia product designed for preservice and inservice training.

The site training packaged materials are designed to be used by a district supervisor or an experienced teacher to train groups of teachers new to the program. A 5-day preservice workshop specifically addresses the concerns of teachers who have not worked with the product before. Staff development materials dealing with matters of less immediate concern are covered later when teachers have mastered the basic program model. Three preservice manuals cover such topics as general program information, teacher roles and responsibilities, effective use of equipment, testing procedures, sample lessons in small-group instruction, and how to teach through example and modeling. Filmstrips and cassette recordings accompany the manuals.

Two inservice manuals offer guidelines for the more specific situations likely to be encountered in the classroom as the program progresses.

Preservice training goals are: (1) to train the teacher in setting up the preschool classroom for maximum effectiveness; (2) to develop teacher skills in classroom assessment of learning; (3) to demonstrate and simulate ways of instructing young children; and (4) to assist the teacher in planning, scheduling, and managing classroom activities. Inservice training goals are: (1) to instruct the teacher in identifying and helping children with learning problems; (2) to develop teacher awareness of the importance of modeled behavior; (3) to develop teacher awareness of the effect of teacher expectation on children's behavior; and (4) to further develop the teacher's ability to maximize the learning that can occur through the use of classroom materials.

Developer: Southwest Educational Development Laboratory
Austin, TX

• implementation requirements

Requires a bilingual teacher and preservice training (12-30 hours, depending upon teacher's experience in a bilingual program and in working with young children). Inservice training takes 2-8 hours, depending upon teacher's experience, plus 1 hour daily for preparation. A supervisor familiar with the program is needed.

• services available

None are needed, but inquiries for services, at cost, may be made to the publisher, or to the developer's Office of Communications, (512) 476-6861.

• descriptors

Teacher Education
Bilingual Education

• target audience

Administrators, supervisors, teachers, and assistant teachers of Spanish-speaking 5-year-olds.

• materials/costs

Reusable Staff Development Kit, $81, contains teacher handbooks, supervisor manuals, administrator handbooks, filmstrips, and tapes.

• assurances/claims

The Staff Development Component was tested as part of the Bilingual Kindergarten Program, with over 3,000 pupils during a 4-year cycle of development, field testing, and revision. The materials do not promote any social, sexual, or racial biases. Responses from teachers at all sites were favorable.

• contact

National Educational Laboratory
Publishers, Inc.
P. O. Box 1003
Austin, TX 78767
(512) 385-7084

PRODUCT: BILINGUAL ORAL LANGUAGE AND READING (BOLAR) GRADES 1 AND 2

• description

A comprehensive bilingual/bicultural program for grades 1 and 2.

At each grade level this program has two sequenced, interrelated components: 1) English Oral Language and Reading, and 2) Spanish Oral Language and Reading. (Descriptions for each component are contained in this catalog.) Both enable children of either culture to develop oral, reading, and writing skills in both languages. The program includes: stress on language experience; a modified audiolingual approach to 2nd-language instruction; a sight-word approach to English with gradual introduction to phonics; and the phonic (sound-to-symbol) approach to Spanish reading.

Teachers assess language experience, oral language, and sight-word progress through informal measures found in teacher manuals; pupil workbooks include systematic evaluations. Teachers also use criterion-referenced tests (also useful for diagnosis) for postinstructional assessment.

In small-group activities, pupils participate first by using dialogs with puppets and then dialogs among themselves for Spanish conversation. Reading is introduced as pupils' own "talk just written down." Children learn English by talking about home, family, neighborhood, school, and other familiar topics. Exercises with visuals use a "minimal pair" approach to contrasting linguistic elements.

Developer: Southwest Educational Development Laboratory
Austin, TX

• implementation requirements

Two staff manuals give both theoretical background and implementation background. The program is designed for use 2 hours/day for a year. No special equipment or facilities are needed; no teacher training is required if staff development manuals and teacher manuals are followed. Each classroom needs one teacher and at least one instructional assistant, both bilingual.

• services available

None are needed, but inquiries, at cost, for services can be made from the publisher or developer--Office of Communications (512) 476-6861.

• descriptors

Bilingual Education
Biculturalism
Language Development

• target audience

Pupils in grades 1 and 2 who are English and/or Spanish dominant.

• materials/costs

Grade 1 classroom set (1 set/30 pupils), $655, includes consumable pupil workbooks, reusable teacher's manuals, flashcards, spirit masters, reusable pupil readers, and criterion tests.

Grade 2 classroom set includes student workbooks, teacher's manual, flashcards, student readers (1 set/30 students), $629. Teacher's manual reusable, workbooks consumable yearly.

Consumable materials may be reordered.

• assurances/claims

Developed, tested, and revised over 5 years, BOLAR has been used with thousands of students in 5 states. Over 75% of target pupils achieved desired concept mastery outcomes, and over 89% of teachers and aides in test sites indicated a desire to use the BOLAR materials a second year. Testimony from professional and special interest groups indicated no ethnic, sexual, or cultural biases. BOLAR has passed the textbook adoption procedures for the State of Texas education system.

• contact

National Educational Laboratory Publishers, Inc.
P. O. Box 1003
Austin, TX 78767
(512) 385-7084

(COMPILED, JUNE, 1977)

PRODUCT: BILINGUAL ORAL LANGUAGE AND READING (BOLAR) ENGLISH ORAL LANGUAGE GRADES 1 AND 2

• description

A program with a modified audiolingual approach to teaching English as a second language for grades 1 and 2.

At each grade level, the English Oral Language component of BOLAR is designed to enable pupils to: 1) master basic English structures through drills and informal activities; 2) use these structures in a variety of situations; 3) develop oral language competence as a base for reading and writing English; and 4) master English sounds that are not part of the home language.

The component uses a modified audiolingual approach complemented by situational reinforcement to build self-confidence and activities to encourage self-expression. The lessons and activities are sequential and cumulative. They do not require set responses. Special attention is paid to phonology. Oral classroom exercises, with visuals, use the "minimal pair" approach to contrasting linguistic elements.

Two basic teacher manuals contain lessons focusing on elementary environmental information (names, addresses, clothes, colors, actions, and objects). Drill exercises and repetition are used only until the basic structures are established. Students then participate in less formal, though related, practice activities (dialogs, games, poems, stories, songs, and rhymes).

The teacher assesses student progress with integration activities (evaluations) provided by the manuals. The teachers also use criterion-referenced mastery tests designed primarily for post-instructional assessment.

Developer: Southwest Educational Development Laboratory
Austin, TX

• implementation requirements

The component is designed to be used an average of 30 minutes/day for one year. It requres no special equipment or facilities. No teacher training necessary if participating teacher thoroughly familiarizes himself/herself with the two staff development manuals. Each classroom should have 1 teacher and at least 1 instructional assistant. Teaching component does not require bilinguality, but in classes with native Spanish-speaking pupils at least 1 assistant should have some Spanish proficiency.

• services available

None are needed but inquiries for services, at cost, may be made to the publisher or developer--Office of Communications (512) 476-6861.

• descriptors

Bilingual Education
Biculturalism
Language Development

• target audience

Primarily native Spanish speakers with minimal English, or with native English speakers after prior Spanish oral language instruction.

• materials/costs

Grade 1 includes 3 teacher manuals, 1 set of English pronunciation flashcards (reusable). Total cost, $38.60.

Grade 2 includes 3 teacher manuals, 1 program handbook, 1 theory reader, and 1 set of English pronunciation flashcards (reusable). Total cost, $38.20.

• assurances/claims

Developed, tested, and revised over 5 years, BOLAR has been used with thousands of students in 5 states. Over 75% of target pupils achieved desired concept mastery outcomes, and over 83% of teachers and aides in test sites indicated a desire to use BOLAR materials a second year. Testimony from professional and special interest groups indicated no ethnic, sexual, or cultural biases. BOLAR has passed the textbook adoption procedures for the State of Texas education system.

• contact

National Educational Laboratory Publishers, Inc.
P. O. Box 1003
Austin, TX 78767
(512) 385-7084

(COMPILED JUNE 1977)

PRODUCT: BILINGUAL ORAL LANGUAGE AND READING (BOLAR) ENGLISH READING GRADES 1 AND 2

• description

A program for grades 1 and 2 using the most relevant features of language experience: sight-reading and phonics.

The BOLAR English Reading programs introduce students to reading through a combination of approaches: language experience sharing (first in the dominant language, then in the second language), sight-word reading with flexibility and variety to insure individual success, and visual/auditory discrimination and elementary phonics to provide decoding skills. Reading is introduced through language experience sharing in which children's spoken language is recorded and "read." Students then participate in small-group, sight-word reading activities in which familiar spoken patterns are presented in pocket chart stories. This approach maximizes the learning of whole communications and minimizes any possible interference caused by differing sound-to-symbol relationships of Spanish and English.

The 7 sight-word strategies first focus on reading entire stories and sentences and then isolated words. Modeling, substituting, matching, and framing are used to teach basic vocabulary and function words. Closing, dialoging, and composing are the unique strategies used as comprehension checks instead of the oral and written questions found in traditional reading programs. Two student workbooks help children develop and practice visual discrimination, visual memory, sound-to-symbol association of consonants, final digraphs, letter names, and letter formation.

In both grades, the lessons and activities are sequential and cumulative; the three strands are taught concurrently and/or alternately. The teacher assesses language experience and sight-word progress through informal measures suggested in the teacher manuals, and criterion-referenced tests (CRTs). Visual discrimination/visual memory tests and phonics evaluations are also included.

Developer: Southwest Educational Development Laboratory
Austin, TX

• implementation requirements

Designed to be used for an average of 30 minutes/day for one year. Requires no special equipment or facilities. No teacher training needed if teacher thoroughly familiarized with staff development manuals and manuals accompanying student materials. Each classroom should have one teacher and at least one instructional assistant, one of whom should be bilingual.

• services available

None are needed but inquiries for services, at cost, may be made to the publisher or developer--Office of Communications (512) 476-6861.

• descriptors

Bilingual Education
Biculturalism
Language Development

• target audience

Primarily for native Spanish speakers in grades 1 and 2 with minimal English proficiency or for native English speakers.

• materials/costs

Grade 1 includes program handbook, theory reader, 5 teacher manuals, 2 sets of flashcards, 11 student readers, 2 student workbooks. Total cost for 1 instructor and 30 students, $322.

Grade 2 includes 3 student workbooks, 4 student readers, 5 teacher manuals, 1 program handbook, 1 theory reader, 1 set of flashcards. Total cost for 30 students, $318.

Workbooks consumable yearly. All other materials reusable.

• assurances/claims

Developed, tested, and revised over 5 years, BOLAR has been used with thousands of students in 5 states. Over 75% of target pupils achieved desired concept mastery outcomes, and over 89% of teachers and aides in test sites indicated a desire to use BOLAR materials a second year. Testimony from professional and special interest groups indicated no ethnic, sexual, or cultural biases. BOLAR has passed the textbook adoption procedures for the State of Texas education system.

• contact

National Educational Laboratory Publishers, Inc.
P. O. Box 1003
Austin, TX 78767
(512) 385-7084

(COMPILED, JUNE, 1977)

PRODUCT: BILINGUAL ORAL LANGUAGE AND READING (BOLAR) SPANISH ORAL LANGUAGE GRADES 1 AND 2

• description

A program with a situational approach using Spanish to convey ideas and information in meaningful contexts.

The Spanish Oral Language components of BOLAR are designed to enable pupils to: 1) understand and reproduce Spanish language structures; 2) understand and use these structures in communicative situations; 3) understand and appreciate the culture, customs, and traditions of Spanish-speaking people; and 4) develop oral language competence as a base for reading and writing Spanish.

In both grades, the components use a situational approach, using Spanish to convey ideas and information in meaningful contexts. Language must always be correlated with behavior. The teacher encourages pupils to participate first through dialogs with puppets and then through dialogs among themselves.

Lesson development follows these steps: 1) observation of a dialog between the teacher and the puppets; 2) limited pupil participation through dramatization; 3) full participation as the children conduct the dialogs themselves.

The lessons represent diverse situations created to exemplify specific language elements. Pronunciation is stressed in early lessons. The lessons are sequential and cumulative.

The teacher assesses student progress with informal evaluations after each lesson, according to suggestions in the teacher manuals. The teacher also uses criterion-referenced mastery tests designed primarily for post-instructional assessment.

Developer: Southwest Educational Development Laboratory
Austin, TX

• implementation requirements

The component is designed to be used for an average of 30 minutes/day for one year. The component requires no special equipment or facilities. No teacher training is necessary if each participating teacher becomes thoroughly familiar with staff development manuals and the manuals accompanying student curriculum materials. Each classroom should have at least one teacher and one assistant, at least one of whom should be bilingual.

• services available

None are needed but inquiries for services, at cost, may be made to the publisher or developer--Office of Communications (512) 476-6861.

• descriptors

Bilingual Education
Biculturalism
Language Development

• target audience

Pupils whose native language is English or pupils who have little knowledge of or fluency in Spanish.

• materials/costs

Grade 1 includes 4 teacher manuals (reusable). Total cost $21.37.

Grade 2 includes a manual, handbook, and theory reader for instructors (reusable). Total cost $16.10.

• assurances/claims

Developed, tested, and revised over 5 years, BOLAR has been used with thousands of students in 5 states. Over 75% of target pupils achieved desired concept mastery outcomes, and over 89% of teachers and aides in test sites indicated a desire to use BOLAR materials a second year. Testimony from professional and special interest groups indicated no ethnic, sexual, or cultural biases. BOLAR has passed the textbook adoption procedures for the State of Texas education system.

• contact

National Educational Laboratory Publishers, Inc.
P. O. Box 1003
Austin, TX 78767
(512) 385-7084

(COMPILED, JUNE, 1977)

PRODUCT: BILINGUAL ORAL LANGUAGE AND READING (BOLAR) SPANISH READING GRADES 1 AND 2

• description

A program based on the premise that children will learn about things that interest them.

BOLAR Spanish Reading, Grades 1 and 2, are products using the most relevant features of both language experience and sound-to-symbol approaches to reading instruction. Each component is composed of 2 interrelated approaches to reading: the language experience approach and the phonic, or sound-to-symbol, approach. Language experience sharing takes place throughout the year for its motivation value and also because the teacher can incorporate phonic decoding skills into the reading of children's own dictated stories.

Reading is introduced in language experience sharing. Students' spoken language is recorded and "read." The premise is that children will read about things that interest them. Because of the close correlation of Spanish letters and their sounds, the phonic sound-to-symbol approach is systematically used throughout the program.

Grade 1 skills workbooks contain prereading exercises including motor coordination, left-to-right progression, and visual/auditory perception, in addition to instruction in reading and writing of words and sentences with the 5 Spanish vowel sounds and symbols and all the consonants.

The Grade 2 skills workbook includes reading, writing, and comprehension exercises for dipthongs, consonants, and consonant clusters. A series of 5 readers, designed and written for children to read independently after specific skills buildup, allows immediate application of learned skills to interesting and appropriate material and provides incentive for further reading.

Lessons and activities within each strand are sequential and cumulative. The strands may be taught concurrently and/or alternately.

Developer: Southwest Educational Development Laboratory
Austin, TX

• implementation requirements

Designed to be used for an average of 30 minutes/day for 1 year. Requires no special equipment or facilities; teacher training is not necessary if teacher thoroughly familiar with manuals for staff development and manuals accompanying student materials. Each class needs 1 teacher and at least 1 instructional assistant, 1 of whom should be bilingual.

Teachers assess progress by informal measures suggested in manuals. Skills books include evaluation. Criterion-referenced mastery tests are used for postinstructional assessment.

• services available

None are needed, but inquiries for services, at cost, may be made to the publisher or developer--Office of Communications (512) 476-6861.

• descriptors

Bilingual Education
Biculturalism
Language Development

• target audience

Native Spanish speakers (as first reading) or native English speakers after Spanish oral language instruction.

• materials/costs

Grade 1 includes program handbook, theory reader, 2 sets of spirit masters, 4 teacher manuals, 5 student readers, 2 student workbooks. Total cost for 30 pupils, $337.

Grade 2 includes 2 staff development handbooks, 6 student readers, 4 teacher manuals, advanced readers. Total cost for 30 students, $307.

Teacher manuals and readers reusable. Workbooks consumable yearly.

• assurances/claims

Developed, tested, and revised over 5 years, BOLAR has been used with thousands of students in 5 states. Over 75% of target pupils achieved desired concept mastery outcomes, and over 89% of teachers and aides in test sites indicated a desire to use BOLAR materials a second year. Testimony from professional and special interest groups indicated no ethnic, sexual, or cultural biases. BOLAR has passed the textbook adoption procedures for the State of Texas education system.

• contact

National Educational Laboratory Publishers, Inc.
P. O. Box 1003
Austin, TX 78767
(512) 385-7084

(COMPILED, JUNE, 1977)

PRODUCT: CONCEPTS AND LANGUAGE PROGRAM

• description

Twelve curriculum units designed to stimulate intellectual and social development for low-income multiethnic children ages 5 and 6.

Concepts and Language, a multimedia curriculum designed for children entering school, uses a developmental system of activities to encourage independent learning and provide experiences that assure continued school success. Included are plans to help teaching staff organize daily instruction. The 5 goals are to develop: 1) sensory-perceptual skills; 2) language skills; 3) thinking and reasonsing skills; 4) feelings of self-worth; and 5) knowledge of family, community, and the extended environments. These instructional goals are met through 4 lesson elements encompassing auditory, visual, motor (prewriting), and ideas and concepts learning activities.

Sequences of activities have been tested and revised on the basis of actual classroom use, feedback information from teachers and observers, and evaluation of children's performance. The varied lessons, which involve parents as well as teachers, cover different content of skill areas and are organized into 12 units built around a single theme. Units contain 10-15 lessons in these training areas: auditory (sensitive children to environmental sounds); visual (awareness and understanding of constant properties); motor (gross motor skills and fine motor learning activities); concepts (language and cognitive skills).

Two kinds of criterion-referenced tests are administered: short tests at the end of each unit to test the child's ability to meet some performance objectives of lessons; and mastery tests administered 4 times during the year to examine the child's learning across several units.

Developer: Southwest Educational Development Laboratory
Austin, TX

• implementation requirements

Each class should have a supervising teacher and an assistant teacher who may be a paid aide, an older student, or an adult volunteer. Both teachers conduct activities from the curriculum, usually to small groups.

• services available

None needed, but inquiries for services, at cost, may be made to the publisher or developer--Office of Communication, (512) 476-6861.

• descriptors

Early Childhood Education
Parent Participation

• target audience

Low-income, multiethnic children (kindergarten level, ages 5-6), whose native language is English, and their parents.

• materials/costs

Complete set of materials, including instructional manual, site staff development manual, tapes and filmstrips, teacher staff development manuals, teacher-parent handbook, $351; instructional manuals, $45; site staff development manuals, tapes and filmstrip, $60; teacher staff development manuals, $21; teacher-parent handbook, $6; and parent-child activities, $4.

• assurances/claims

Multiethnic children and teachers were used for testing in an attempt to eliminate any possible harmful effects and social biases. Multiethnic program staff worked with teachers to insure exclusion of social, ethnic, and sex biases. During 1972-73 school year, the program was tested in California, Louisiana, and Texas schools. Pupil assessment instruments and a teacher and aide questionnaire were used. Data generally support the claim of overall product effectiveness, although some comparative data relating to product superiority were mixed.

• contact

National Educational Laboratory Publishers, Inc.
P. O. Box 1003
Austin, TX 78767
(512) 385-7084

(COMPILED: JUNE, 1977)

PRODUCT: COMMUNICATION ARTS PROGRAM (CAP I)

• description

An educational system (K-adult) in communication arts.

The Communication Arts Program I (CAP I) educational system consists of 5 components:

1. Oral Language Program (OLP)--150 sequentially presented classroom lessons with teaching strategies, providing adequate facility in English for non-English-speaking persons or those with minimal command of English. Lessons deal with oral and auditory aspects of English and generally deal with only an informal version of standard dialect.

2. Reinforced Readiness Requisites (RRR) Program--classroom lessons (3 phases) provide learning readiness competencies (fundamental vocabulary, word meaning, listening, numerical concepts, and word sound discrimination) through application of motivational strategies, suitable for pupils age 3-9. In phase 1, tangible rewards are given for group performance. In phase 2, tokens move pupils from immediate to delayed rewards. In the final 9-week phase, tangible rewards are gradually withdrawn. After program completion (1 year), youngsters no longer need outside tangible motivation to maintain their performance.

3. Cross-Cultural Communication Program--emphasizes nonverbal, informal aspects that help teachers understand and accept standards, values, and behaviors differing from their own. Training develops verbal and nonverbal communication skills.

4. Teacher/Teacher Aide Companionship Training Program--in 5-day preservice training institute, teachers and aides learn techniques of working together as a team. OLP and RRR materials are used to teach these skills.

5. Quality Assurance Program--program accountability via training teacher(s) as specialists in overall monitoring, monthly classroom observations, periodic inservice training, and serving as SWCEL-P liaison. Quality Assurance Specialists interpret and explain all tests and assessment devices.

Several tests are used: SWCEL-P OLP Test, RRR Criterion Test, OLP content tests. The developer also recommends use of SWCEL-P's Process Evaluation Model.

Developer: Southwestern Cooperative Educational Laboratory Publishers
Albuquerque, NM

• implementation requirements

Time required to implement: OLP--25 minutes/day/150 lessons; RRR--7-10 minutes/day/145 lessons. OLP has succeeded as a 9-12 week high-intensity language program.

CAP I can be integrated within existing curriculum; with only minimal programmatic adjustment in classrooms. No new or additional personnel are required. However, because of SWCEL-P's adherence to educational accountability, teacher training and establishment of a quality assurance system are required for use; installation must be under SWCEL-P supervision.

• services available

SWCEL-P offers periodic training institute programs in Albuquerque. Arrangements may be made for on-site training. SWCEL-P also offers complete testing services including test administration, scoring, and processing at the option of the adopter.

• descriptors

English
Language Proficiency
Oral Communication

• target audience

Teachers, aides, administrators, and parents working with students who have language deficiencies.

• materials/costs

Complete package for OLP component including instructional materials, training, and support services, $600/participant. Additional charge for implementing RRR program, including materials and training, $325. Minimum of 12 participants required/contract. Replacement and separate items available to SWCEL-P trained personnel. Arrangements negotiable.

• assurances/claims

Since its conception and design in 1967, CAP I has been successfully used with over 275,000 school children. Now installed in classrooms in over 10 states, it serves thousands of pupils from varying cultural backgrounds, including Spanish-speaking and Native Americans. It is approved by all federal titles and grants and has been found valuable in intensive instruction of refugee children from Vietnam, Cambodia, and Thailand.

• contact

Southwestern Cooperative
Educational Laboratory
Publishers
229 Truman, N.E.
Albuquerque, NM 87108
(505) 268-3348
Contact: John Salazar

(COMPILED, JUNE, 1977)

PRODUCT: BASIC READING SKILLS

• description

An instructional resource promoting beginning reading skills related to decoding, word recognition, and comprehension.

The convenient kit format of Basic Reading Skills promotes independent work habits through self-paced personalized instruction. It is useful for regular classroom instruction and/or for pupils whose performance in their regular reading program indicates they could benefit from extra practice.

Designed to provide high-interest, skill-referenced instruction and practice for primary-grade pupils, each of 12 sections consists of Lesson Cards, Story Cards, Game Sheets, Game Cards, Skills Assessment Cards, and Answer Keys.

Pupils use Lesson Cards, Story Cards, and Game Cards to practice decoding, word recognition, and comprehension skills. Lesson Cards are color-coded for convenient access and durable for repeated use. Pupils record responses to Lesson Card items on reusable clear Acetate Folders placed over the cards, then check and correct their work using Lesson Answer Keys. Two copies each of 60 Lesson Stories provide high-interest reading appropriate to reading levels.

Skills Assessment Cards assess pupil attainment of instructional outcomes in each section. Responses to items on Skills Assessments are written on reusable clear Acetate Folders placed over the cards. Skills Assessment Answer Keys are used by the teacher or aide in scoring results. Practice Exercise, Practice Exercise Story Cards, and Game Sheets are used by individuals or small groups who require further instruction following the Skills Assessment. These materials are referenced to outcomes included in the Lesson Cards.

Because basic reading lessons focus on specific skills identified in a Scope and Sequence Table, the materials can easily be matched with local instructional objectives.

Developer: SWRL Educational Research and Development
Los Alamitos, CA

• implementation requirements

A Teacher Guide fully describes kit components and suggests procedures for maximizing instructional effectiveness. Based on results of a Placement Aid, the teacher uses Assignment Sheets to assign appropriate instructional lessons to each pupil. Assignment Sheets provide a convenient means of monitoring progress through Basic Reading instruction. Pupils require approximately 2-3 weeks to complete a section when working 20-30 minutes a day.

• services available

Consulting services are available. Contact SWRL Division of Resource Services for further information.

• descriptors

Decoding (Reading)
Comprehension
Early Childhood Education

• target audience

Pupils in grades 1-3.

• materials/costs

Complete non-consumable classroom kit containing all teacher and pupil materials, $60.

• assurances/claims

The program appears to be free from racial, sexual, cultural, or religious bias or imbalance.

Evaluation of Learning Center Resource Kits used in selected schools in 20 states is being conducted by the UCLA Center for the Study of Evaluation.

• contact

Division of Research Services
SWRL Educational Research and Development
4665 Lampson Ave.
Los Alamitos, CA 90720
(213) 598-7661

(COMPILED, JUNE, 1977)

PRODUCT: DECODING SKILLS I & II

• description

Individual resources in kit format that develop decoding skills in 8 reading outcome areas.

Decoding Skills I & II are individual kits that provide instruction, practice, and assessment in 8 reading outcome areas: beginning sounds, ending phonograms, short vowels, long vowels, secondary vowels, variant vowels, variant consonants, and structural analysis. The convenient kit format promotes independent work habits through self-paced personalized instruction.

Decoding Skills I & II can be used throughout the intermediate grades with learners who need instruction and practice in basic decoding skills. The flexible materials can be used for individual self-study or in small-group or tutorial instruction conducted by teachers or aides.

Skills Assessment Cards are used to assess pupil attainment of instructional outcomes. Pupils use Skills Assessment Cards upon completion of lessons for each outcome area.

Practice Exercise Cards for each outcome area are designed for use with pupils who require further instruction following the Skills Assessment.

Pupils may use Decoding Skills resources while they participate in regular reading program instruction. One hour/week is needed if pupils are to complete each kit in 1 school year, but instruction is typically assigned by section based on pupil needs.

Because Decoding Skills lessons focus on specific skills identified in Seope and Sequence Tables, the materials can easily be matched with local instructional objectives.

Developer: SWRL Educational Research and Development
Los Alamitos, CA

• implementation requirements

A Teacher Guide fully describes kit components and suggests procedures for maximizing instructional effectiveness.

The teacher administers a Placement Aid to obtain diagnostic information on pupil decoding skills.

Assignment Sheets are used to assign the appropriate instructional lessons to each pupil. Assignment Sheets provide a convenient means of monitoring pupil progress through Decoding Skills instruction.

• services available

Consulting services are available. Contact SWRL Division of Resource Services for further information

• descriptors

Decoding (Reading)
Early Childhood Education

• target audience

Decoding Skills I -- pupils grades 1-3; Decoding Skills II -- pupils grades 4-6.

• materials/costs

Complete non-consumable classroom kit containing all teacher and pupil materials, $60 for each of 2 kits.

• assurances/claims

The program appears free from sexual, racial, cultural, or religious bias or imbalance.

Documents and tryout results relevant to development of Decoding Skills I & II are available from SWRL.

Evaluation of Learning Center Resource Kits used in selected schools in 20 states is being conducted by the UCLA Center for the Study of Evaluation.

• contact

Division of Research Services
SWRL Educational Research and Development
4665 Lampson Ave.
Los Alamitos, CA 90720
(213) 598-7661
Contact: Roger Scott

(COMPILED JUNE, 1977)

PRODUCT: THE PROFICIENCY VERIFICATION SYSTEM FOR READING

• description

Comprehensive information for better use and acknowledgment of results of instruction in individual classrooms, schools, and school systems.

The Proficiency Verification System (PVS) for Reading generates understandable information that teachers and administrators can use to check pupil progress on specific outcomes and to arrange for appropriate grouping patterns for instruction; to inform parents about pupil accomplishments; to demonstrate school successes to school boards and funding agencies; and to provide valuable information for program selection and evaluation.

PVS helps teachers inventory pupil's skills by organizing small amounts of information obtained from daily instructional activities. It provides a detailed account of the skills that pupils have actually acquired, and an accurate frame of reference for interpreting formal test scores.

PVS is specifically designed to meet the school's need to have information about skill development that is tied to a particular reading program. But PVS goes beyond standardized tests to provide detailed information regarding specific skills that were taught in different ways during the school year. PVS can tie pupil accomplishments directly to skills that one or another specific reading program was designed to teach. PVS can also show how the skills that pupils have acquired match special sets of instructional objectives. It can be used to organize data about skill development in various ways to satisfy requirements of state and federally funded programs. In addition, PVS provides the means to relate pupil accomplishments to skills assessed in major standardized tests that are too general to provide a detailed profile of school accomplishments.

A special feature of PVS is that whenever dialect or first-language interference is to be expected, the components of PVS Inventories are tagged to alert the user so that he/she will realize that answers may reflect dialect or first-language interference, rather than lack of proficiency.

Developer: SWRL Educational Research and Development
Los Alamitos, CA

• implementation requirements

A minimum of teacher and pupil time is required for PVS operations--about 2 days for entire school year.

Continuous Learning Mastery Profiles, used entirely within the classroom by teachers, assist in day-to-day planning and periodic evaluations of individual pupil progress.

PVS Inventories require a minimum amount of teacher and pupil time--less than 2½ hours total. All data processing from Inventories is done outside the classroom by computer.

• services available

Additional PVS services available include: (1) correlation of PVS information with major standardized tests; (2) analyses of internal structure of major instructional programs; and (3) customized survey of special district programs. With 4-6 months' notice, SWRL will provide consulting to: (a) develop customized inventories or supply means for districts to develop their own information system; (b) analyze/evaluate instructional materials.

• descriptors

Management Systems
Information Systems
Reading Skills

• target audience

Pupils in grades 1-3.

• materials/costs

Costs for one year, $1.25/pupil. Includes: Continuous Learning Mastery Profiles; PVS Inventories; PVS Reports; Lists of Skills.

Additional services available at minimal cost.

• assurances/claims

PVS has been tested in different socioeconomic and demographic regions of the nation.

Tests are being currently analyzed and summarized. Results available from SWRL on request.

• contact

Division of Research Services
SWRL Educational Research and Development
4665 Lampson Ave.
Los Alamitos, CA 90720
(213) 598-7661

(COMPILED, JUNE, 1977)

PRODUCT: READING DEVELOPMENT SKILLS I-III

• description

Individual resources in kit format that provide instruction on reading comprehension, interpretation, and study skills.

Reading Development Skills I-III are individual kits that provide instruction and practice on reading comprehension, interpretation, and study skills required by students in intermediate grades. The convenient kit format promotes independent work habits through self-paced personalized instruction. Sequenced instruction is provided on meaning of words, phrases, sentences, and paragraphs, as well as ordering and concept relationships. Pupils develop skills in locating and organizing information and in interpreting graphic information.

Reading Development Skills I-III can be used throughout the intermediate grades with learners who need instruction in and practice on these reading skills. Instruction for each outcome is provided in 3 parallel lessons, thus increasing options for individualization and opportunities for additional practice. The flexible materials can be used for individual self-study or in small-group or tutorial instruction conducted by teachers or aides. Students may use Reading Development resources while they participate in regular reading program instruction. One to two hours are needed if pupils are to complete each kit in one school year, but instruction is typically assigned by selection based on pupil needs. Because Reading Development lessons focus on specific skills identified in Scope and Sequence Tables, the materials can easily be matched with local instructional objectives.

Developer: SWRL Educational Research and Development
Los Alamitos, CA

• implementation requirements

Teacher Guide provides information about program outcomes, content, organization, pupil assignment, planning, and scheduling. It includes Scope and Sequence Tables and guidelines for matching Reading Development resources to ongoing reading instruction. The Guide also describes how to use Lesson Cards in varied instructional situations. The teacher uses Assignment Sheets to assign appropriate instructional lessons to each student. Assignment Sheets provide a convenient means of monitoring student progress through Reading Development instruction.

• services available

Consulting services are available. Contact SWRL Division of Resource Services for further information.

• descriptors

Comprehension
Study Skills

• target audience

I -- pupils grades 3-5; II -- pupils grades 4-6; III -- pupils grades 4-7.

• materials/costs

Complete non-consumable classroom kit containing all teacher and pupil materials, $60 for each of 3 kits.

• assurances/claims

The program appears to be free from racial, sexual, cultural, or religious bias or imbalance. Documents and tryout results relevant to the development of Reading Development Skills I-III are available from SWRL.

Evaluation of Learning Center Resource Kits used in selected schools in 20 states is being conducted by the UCLA Center for the Study of Evaluation.

• contact

Division of Research Services
SWRL Educational Research and Development
Los Alamitos, CA 90720
(213) 598-7661
Contact: Roger Scott

(COMPILED, JUNE, 1977)

PRODUCT: SPELLING SKILLS I & II AND SPELLING DISCOVERIES

• description

A set of resources in kit form that enable pupils to work through the application of rules and generalizations.

Spelling Skills I & II and Spelling Discoveries are individual kits that emphasize word structure and sound-to-spelling relationships, thus enabling pupils to spell thousands of words through application of rules and generalizations. Spelling Skills I, for upper primary grades, provides instruction on predictable spelling and on irregular words. Spelling Skills II, for intermediate grades, covers predictable and unpredictable spelling, affixes, suffixation rules, and use of dictionaries. The convenient kit format promotes independent work habits through self-paced personalized instruction. Spelling Discoveries contains 30 copies of the 55 crossword puzzles in the Spelling Skills II resource. Each puzzle sheet includes instruction on spellings found in words used in puzzles. A booklet kit provides all answer keys and suggests a number of ways to use the crossword puzzles in developing spelling skills.

The flexible materials can be used on an individual self-study basis or in small-group or tutorial instruction conducted by teachers or aides. Students may use Spelling Skills resources while they participate in regular spelling program instruction. Because Spelling Skills lessons focus on specific skills identified in Scope and Sequence Tables, the materials can easily be matched with local instructional objectives. During instruction, Lesson Cards and Crossword Puzzles provide instruction and practice on specific spelling skills. Students write their responses to Lesson Card items on Answer Sheets.

Use of Spelling Discoveries with Spelling Skills II provides each pupil with a complete set of Crossword Puzzles.

Following completion of a strand of instruction, Skills Assessment Cards are used to assess pupil attainment of instructional outcomes. Pupils write their responses on Answer Sheets.

The Skills Assessment Guide is used by the teacher or aide to administer the Skills Assessments and score responses.

Developer: SWRL Educational Research and Development
Los Alamitos, CA

• implementation requirements

Teacher Guide fully describes kit components and suggests procedures for maximizing instructional effectiveness.

The teacher administers the Placement Aide to obtain diagnostic information on pupil spelling skills. Using Assignment Sheets, the teacher assigns appropriate strands of instruction and monitors pupil progress.

• services available

Consulting services available. Contact SWRL Division of Resource Services for further information.

• descriptors

Spelling
Early Childhood Education

• target audience

Spelling Skills I -- pupils grades 2-3; Spelling Skills II and Spelling Discoveries -- pupils grades 3-6.

• materials/costs

Complete non-consumable classroom kit containing all teacher and pupil materials, $60 for each of 3 kits.

• assurances/claims

The program appears to be free from sexual, racial, cultural, or religious bias or imbalance.

Documents and tryout results relevant to development of Spelling Skills I & II and Spelling Discoveries are available from SWRL.

Evaluation of Learning Center Resource Kits used in selected schools in 20 states is being conducted by the UCLA Center for the Study of Evaluation.

• contact

Division of Research Services
SWRL Educational Research and Development
4665 Lampson Ave.
Los Alamitos, CA 90720
(213) 598-7661
Contact: Roger Scott

(COMPILED, JUNE, 1977)

PRODUCT: SWRL/ENGLISH LANGUAGE AND CONCEPTS PROGRAM FOR SPANISH-SPEAKING CHILDREN (LCS)

• description

A performance-based program that teaches Spanish-speaking children in grades K-2 to communicate effectively in the English language.

LCS contains complete classroom materials and procedures that provide Spanish-speaking children (K-2) opportunities to use English in typical school, home, and social situations. The program is designed to prepare children for regular basal reading programs. Linguistic constructions (lexicon, phonology, and syntax) are sequenced to capitalize on the regularities and interrelations of both Spanish and English. Teachers do not have to speak Spanish to use LCS. LCS is organized into 15 sequenced instructional units, each containing daily lessons, assessment activities, and review activities. New language concepts are introduced to a group of children. Children practice communication skills in games or conversational exercises which may be supervised by the teacher or an aide/tutor.

Placement aids help determine which children should participate and appropriate point of entry. Assessment materials provide ongoing information regarding pupil learning and help those who need supplementary instruction.

Developer: SWRL Educational Research and Development
Los Alamitos, CA

• implementation requirements

Student progress through LCS depends on point of entry and amount of instruction per day. Generally, each daily lesson requires 25 minutes of practice supervised by teacher, tutor, or aide. Classroom sets contain 2 sections; each provides instructional materials for 1 year. LCS contains a complete system for training teachers and aides, which takes less than 1 day (morning or afternoon).

• services available

Program includes orientation and training materials for school personnel; materials include activities to train tutors/aides in specific support skills. Consulting services available. Contact SWRL, Division of Resource Services, for specific information, (213) 598-7661.

• descriptors

Prereading Experience
Bilingual Education

• target audience

Spanish-speaking children, grades K-2; non-Spanish-speaking teachers. Also used with older elementary students.

• materials/costs

An Instruction Resource Kit (1 set/15 students), $225, includes varied activity cards and assessment/recordkeeping materials. A teacher training system (1/school and/or district), $51, includes LCS multimedia information; LCS training film costs $90. All items reusable. (Prices are for school purchase.)

• assurances/claims

The program appears to be free from sexual, racial, cultural, or religious bias/imbalance. Materials and procedures were successfully field tested, without the help of specialized personnel. Tryouts (more than 550 classrooms and 11,000 pupils) emphasized refining features that facilitate flexible use in different organizational arrangements. Small- and large-scale tests have confirmed effectiveness, practicability, transportability, and replicability of kits. Specific domain-referenced evaluation data are found in numerous SWRL documents available on request.

• contact

American Book Co.
450 West 33rd St.
New York, NY 10001
(212) 594 3660

(COMPILED, JUNE, 1977)

PRODUCT: SWRL/GINN ADVANCED COMPOSITION PROGRAM

• description

A program used in grades 4-6 and frequently through grade 8 to help children become effective and independent writers.

The SWRL/Ginn Advanced Composition Program is a performance-based program that develops pupil skills in planning, writing, editing, and revising compositions to meet a variety of specific writing purposes. Activities emphasize practical writing situations pupils will encounter in their daily lives. The program is organized into 6 ungraded blocks of 2 instructional units each. Generally, pupils complete 1 block of instruction per semester. Each unit contains materials and procedures for initial instruction, assessment, and supplementary instruction. Three to 5 lessons of about 40-50 minutes of instruction are required each week. The program block organization enables teachers to place--using Placement Aid results and their own judgment--pupils by proficiency rather than by age or grade level.

A Report Service accompanies the program and provides a set of materials and procedures that enables the district to collect ongoing information on how well the program is functioning. Monthly status reports are provided that detail the instructional accomplishments of pupils at class, school, and district levels. Districts use the status information to facilitate coordination and management, to aid instructional planning, and to communicate instructional successes to school board, parents, and community.

Developer: SWRL Educational Research and Development
Los Alamitos, CA

• implementation requirements

Implementation materials include all resources necessary to install and operate the programs in a district. Multimedia orientation materials assist district personnel with activities related to (a) program orientation and personnel training, (b) instructional planning and scheduling, (c) materials processing and storage, (d) pupil placement and proficiency assessment, (e) program monitoring, and (f) community information. Orientation sessions are usually completed in a morning or afternoon session.

• services available

Consulting services are available. Contact SWRL, Division of Resource Services, for specific information, (213) 598-7661.

• descriptors

Writing
Editing
Composition (Language)

• target audience

Pupils, grades 4-6 and frequently through grade 8.

• materials/costs

Consumable pupil materials cost an average of $1.55/pupil for each block (1-2 blocks typically completed in a school year). Reusable teacher materials cost $2.50/block.

• assurances/claims

The program appears to be free from social, racial, cultural, or religious bias/imbalance.

Multilevel, multiprogram tryouts of the 4 Communications Skills Programs were conducted during 2 school years. Program experience data show uniformly high outcome proficiency, independent of pupil biosocial characteristics and school demographic characteristics. Detailed reports available from SWRL.

• contact

Ginn and Company
191 Spring St.
Lexington, MA 02173
(617) 861-1670

(COMPILED, JUNE, 1977)

PRODUCT: SWRL/GINN BEGINNING READING PROGRAM (BRP)

• description

A performance-based program that provides effective resources for conducting instruction in beginning reading.

The BRP program provides teachers with performance-based materials and procedures that develop beginning reading skills in kindergarten children. The program teaches children to read 100 program words; identify 23 initial and ending word elements; sound out and read any 1-syllable word composed of word elements taught in the program; and to name each alphabet letter. Program resources include storybooks and practice, comprehension, and assessment exercises. The program is organized into 10 units. Approximately 3 weeks per day are allocated to BRP instruction.

Three support programs strengthen and broaden the skills pupils learn through regular BRP instruction. The Tutorial Program provides complete resources for training and using 4th, 5th, or 6th grade pupils as tutors. Tutor training is easily conducted in two 50-minute sessions. Using specially prepared audiovisual materials. Tutors work with the kindergarten pupils approximately twice a week, using materials designated by the pupil's teacher.

The Parent-Assisted Learning (PAL) Program provides home instructional materials for practice on reading skills presented during the previous week of classroom instruction. Parents use the Practice Exercises 3 days a week for 15 minutes each, and then, on the 4th day, play a learning game. Parents find that PAL helps increase the child's involvement and interest in reading.

The Summer Reading Program is based on the same instructional outcomes as the BRP. Storybooks combined with an easy-to-use manual enable parents and other family members to help children maintain and improve their reading skills during summer months.

A Quality Assurance Service enables districts to collect ongoing information on how the program is functioning and to identify and credit instructional achievements.

Developer: SWRL Educational Research and Development
Los Alamitos, CA

• implementation requirements

Implementation materials for BRP provide all resources needed to implement and operate the program easily. Audiovisual and print media provide guidelines to assist district personnel with activities related to (a) program orientation and personnel training, (b) instructional planning and scheduling, (c) materials processing and storage, (d) pupil placement and proficiency assessment, (e) program monitoring, and (f) community information. BRP training usually can be completed in 1 morning or afternoon session.

• services available

Consulting is available. Contact SWRL, Division of Resource Services, for further information, (213) 598-7661.

• descriptors

Early Reading
Tutoring
Early Childhood Education

• target audience

Kindergarten pupils.

• materials/costs

BRP teacher and pupil materials (for 36 pupils) are available in classroom kits of consumable and non-consumable materials for $260, training kit and training film, $85; Tutorial Program materials, $42/12 tutors; PAL, $7.20 for set of 10 consumable materials; parent/tutor film, $45. Films available on rental basis.

• assurances/claims

The program appears free from racial, sexual, cultural, or religious bias or imbalance. A 2-year Quality Assurance study with 100,000 pupils in over 2,000 schools in 18 states showed important instructional outcomes may be reliably attained in varied settings with a wide variety of pupils through use of a systematically developed educational product such as the Kindergarten Program (the Beginning Reading and Instructional Concepts Programs). Detailed reports available from SWRL.

• contact

Ginn and Company
191 Spring St.
Lexington, MA 02173
(617) 861-1670

(COMPILED, JUNE, 1977)

PRODUCT: SWRL/GINN COMPOSITION PROGRAM

• description

A performance-based program to develop and assess composition skills in pupils, grades K-3 and frequently through grade 4.

The SWRL/Ginn Composition Program develops the fluency, style, and clarity necessary for children to communicate using a variety of written forms. The major outcome areas of the Composition Program include learning to plan, write, and edit compositions, stories, and letters for various purposes: to describe, to instruct or inform, to persuade, to entertain, and to correspond. Younger pupils learn to print letters of the alphabet and numerals and to use punctuation marks.

A plan-write-revise sequence of activities is followed: pupils use group discussions to analyze their compositions. The program is organized into 8 ungraded blocks of 2 instructional units each. Generally, pupils complete 1-2 blocks of instruction per school year. Each unit contains materials and procedures for initial instruction. Three sessions of 30-40 minutes of instruction are required each week. The program's block organization enables teachers to place -- using the Placement Aid and their own judgment -- pupils by proficiency rather than by age or grade level.

An accompanying Report Service provides a set of materials and procedures that enables a district to collect ongoing information on how the program is functioning. Monthly status reports detail instruction accomplishments of pupils at class, school, and district levels. Districts use status information to facilitate coordination and management, to aid instructional planning, and to communicate instructional successes to school boards, parents, and community.

Developer: SWRL Educational Research and Development
Los Alamitos, CA 90720

• implementation requirements

Implementation materials include all resources necessary to install and operate programs easily in a district. Multimedia orientation materials assist district personnel with activities related to a) program orientation and personnel training, b) instructional planning and scheduling, c) materials processing and storage, d) pupil placement and proficiency assessment, e) program monitoring, and f) community information. Orientation sessions are usually completed in a morining or afternoon session.

• services available

Consulting services are available. Contact SWRL Division of Resource Services for specific information, (213) 598-7661.

• descriptors

Composition
Storywriting
Early Childhood Education

• target audience

Pupils, grades K-3 and frequently through grade 4.

• materials/costs

Consumable Activity Packet costs average $15/16 pupils for each instructional block (1-2 blocks are typically completed each school year). Various reusable teacher's guides to activities and materials cost $1-5/block. Reusable training and installation components (filmstrips, audiocassettes, coordinator's manual, etc.) cost about $33.50. Optional film for public and/or staff orientation available for $60.

• assurances/claims

The program appears free from social, racial, cultural, or bias/imbalance. Multilevel tryouts of 4 Communication Skills Programs were conducted during 2 school years. Program experience data show uniformly high outcome proficiency, independent of pupil biosocial characteristics and demographic characteristics. Detailed reports are available from SWRL.

• contact

Ginn and Company
191 Spring St.
Lexington, MA 02173
(617) 861-1670

(COMPILED, JUNE, 1977)

PRODUCT: SWRL/GINN EXPRESSIVE LANGUAGE PROGRAM

• description

A performance-based program to develop and assess oral language and expressive skills in pupils, grades K-3 and frequently through grade 4.

SWRL/Ginn Expressive Language Program activities promote skills in the following areas: 1) non-verbal expression (gestures, movements, and facial expressions); vocal expression (adequate volume and expression); 3) fluency (verbalization without long pauses); 4) planning (interesting problems and solutions); 5) verbal content (coherent dialogue); and 6) evaluation (suggestions for self-improvement).

Instructional resources combine flexible format and multimedia design. Materials include activity posters, dialogue sheets, play scripts, story ideas, tongue twisters, paper puppets, story sheets, and audiotapes.

The program provides comprehensive resources for the teacher with no background or training in drama and public speaking. The program, which can be integrated into regular class instruction, is organized into 8 ungraded blocks of 2 instructional units each. Generally, pupils complete 1-2 blocks of instruction per school year. Each unit contains materials and procedures for initial instruction, assessment, and supplementary instruction. Three sessions of 20 minutes for kindergarten and 30-40 minutes for other grades are required each week. The program's block organization enables teachers to place -- using Placement Aid results and their own judgment -- pupils in the program by proficiency rather than by age or grade level.

An accompanying Report Service provides a set of materials and procedures that enables a district to collect ongoing information on how the program is functioning. Monthly status reports detail instructional accomplishments of pupils at class, school, and district levels. Districts use status information to facilitate coordination and management, to aid instructional planning, and to communicate instructional successes to school boards, parents, and community.

Developer: SWRL Educational Research and Development
Los Alamitos, CA

• implementation requirements

Implementation materials include all resources necessary to install and operate programs easily in a district. Multimedia orientation materials assist district personnel with activities related to a) program orientation and personnel training, b) instructional planning and scheduling, c) materials processing and storage, d) pupil placement and proficiency assessment, e) program monitoring, and f) community information. Orientation sessions are usually completed in a morning or afternoon session.

• services available

Consulting services are available. Contact SWRL Division of Resource Services for specific information, (213) 598-7661.

• descriptors

Oral Language
Oral Expression
Early Childhood Education

• target audience

Pupils, grades K-3 and frequently through grade 4.

• materials/costs

Consumable Activity Packet costs for 16 pupils average about $23.50/block (1-2 blocks are typically completed each school year). Teacher materials (including guides to activities and materials, reusable filecards, audiotapes, and posters) average $15/block. Reusable training and installation components (filmstrip, audio-cassettes, coordinator's manual, etc.) cost $33.50 for the program. Two films are optional at $60 each.

• assurances/claims

The program appears to be free from social, racial, cultural or religious bias/imbalance. Multilevel, multiprogram tryouts of the 4 Communication Skills Programs were conducted during 2 school years. Program experience data show uniformly high outcome proficiency, independent of pupil biosocial characteristics and school demographic characteristics.

• contact

Ginn and Company
191 Spring St.
Lexington, MA 02173
(617) 861-1670

(COMPILED JUNE, 1977)

PRODUCT: SWRL/GINN READING PROGRAM

• description

A performance-based program to develop and assess word recognition and reading comprehension skills in pupils in grades K-3 and frequently through grade 4.

The SWRL/Ginn Reading Program, emphasizing word recognition and reading comprehension skills, is based on 3 premises: spelling-to-sound correspondences are basic in learning to read; reading material vocabularies should match child vocabularies; and reading skills should be extended to other academic and personal activities.

In word recognition, pupils are taught a decoding process that uses a linguistic approach. Comprehension skills include study of word, sentence, and paragraph meanings in a variety of contexts. Upper-level program blocks emphasize more complex comprehension skills such as understanding words in sentence and paragraph contexts and story interpretation. Other program outcomes include library reading, alphabetizing, and summarizing textual materials.

The program is organized into 8 ungraded blocks of 4-6 instructional units each. Generally, pupils complete 1-2 blocks of instruction/school year. Each unit contains materials and procedures for initial instruction, assessment, and supplementary instruction. Daily sessions (about 30 minutes) of teacher-directed instruction are required. The program's block organization enables teachers to place -- using Placement Aid results and their own judgment -- pupils by proficiency rather than age or grade level.

An accompanying Report Service provides a set of materials and procedures that enables a district to collect ongoing information on how the program is functioning. Monthly status reports detail instructional accomplishments of pupils at class, school, and district levels. Districts use the status information to facilitate coordination and management, to aid instructional planning, and to communicate instructional successes to school boards, parents, and community.

Developer: SWRL Educational Research and Development
Los Alamitos, CA

• implementation requirements

Implementation materials include all of the resources necessary for school and district personnel to install and operate the programs easily in their own district. Multimedia orientation materials assist district personnel with activities related to (a) program orientation and personnel training, (b) instructional planning and scheduling, (c) materials processing and storage, (d) pupil placement and proficiency assessment, (e) program monitoring, and (f) community information. Orientation sessions are usually completed in a morning or afternoon session.

• services available

Consulting services are available. Contact SWRL Division of Resource Services for specific information, (213) 598-7661.

• descriptors

Comprehension
Word Recognition
Early Childhood Education

• target audience

Pupils K-3 and frequently through grade 4.

• materials/costs

Consumable Activity Packet costs average $2!/16 pupils for each block (1-2 blocks are typically completed each school year). Reusable Storybook Packet costs average $65/class, per block. Various teacher's guides to activities and materials cost $1.40. Reusable training and installation components (filmstrips, audio cassettes, coordinator's manual, etc.) cost about $40. Optional film for public and/or staff orientation available at $60.

• assurances/claims

The program appears to be free from social, racial, cultural, or religious bias/imbalance.

Multilevel tryouts of the 4 Communication Skills Programs were conducted during 2 school years. Program experience data show uniformly high outcome proficiency, independent of pupil biosocial characteristics and school demographic characteristics. Detailed reports available from SWRL.

• contact

Ginn and Company
191 Spring St.
Lexington, MA 02173
(617) 861-1670

(COMPILED, JUNE, 1977)

PRODUCT: SWRL/GINN SPELLING PROGRAM

• description

A performance-based program to develop and assess spelling skills in pupils, grades K-6 and frequently through grade 4.

The SWRL/Ginn Spelling Program provides pupils with the skills needed to spell words used in their written communications. The program emphasizes correspondences between English pronunciation and English spelling. These correspondences enable children to predict successfully the spelling of large classes of words without learning each word individually. Instruction concentrates on acquisition of skills that enable pupils independently to spell words needed in their written communications.

Major outcome areas of the Spelling Program are: 1) Predictable spellings (such as bat), unpredictable but common spellings (such as heat). 2) Unpredictable and rare spellings (such as laugh). 3) Affixes and affixation rules (such as hoping, unlucky). 4) Punctuation rules. 5) Use of reference sources.

The program is organized into 8 ungraded blocks of 6 instructional units each. Generally, pupils complete 1-2 blocks of instruction per school year. Each unit contains materials and procedures for initial instruction, assessment, and supplementary instruction. Daily sessions of 20-30 minutes (10-15 for K) of instructional time are required. Block organization of the program enables teachers to place--using Placement Aid results and their own judgment--pupils by proficiency rather than by age or grade level.

An accompanying Report Service provides a set of materials and procedures that enables a district to collect ongoing information on how the program is functioning. Monthly status reports detail instructional accomplishments of pupils at class, school, and district levels. Districts use status information to facilitate coordination and management, to aid instructional planning, and to communicate instructional successes to school boards, parents, and community.

Developer: SWRL Educational Research and Development
Los Alamitos, CA

• implementation requirements

Implementation materials include all of the resources necessary for school and district personnel to install and operate the programs easily in their own district. Multimedia orientation materials assist district personnel with activities related to 1) program orientation and personnel training, 2) instructional planning and scheduling, 3) materials processing and storage, 4) pupil placement and proficiency assessment, 5) program monitoring, and 6) community information. Orientation sessions are usually completed in a morning or afternoon session.

• services available

Consulting services are available. Contact SWRL Division of Resource Services for specific information, (213) 598-7661.

• descriptors

Spelling
Punctuation
Early Childhood Education

• target audience

Pupils, grades K-3, and frequently through grade 4.

• materials/costs

Consumable pupil Activity Packet costs for 16 pupils average about $15/block (1-2 blocks typically completed each school year). Reusable teacher materials cost $12-22/block. Reusable training and installation components (filmstrips, audiocassettes, coordinator's manual, etc.) cost about $33.50. Optional film for public and/or staff orientation available for $60.

• assurances/claims

The program appears to be free from social, racial, cultural, or religious bias/imbalance.

Multilevel tryouts of the 4 Communication Skills Programs were conducted during 2 school years with populations large quantitatively and diverse qualitatively. Program experience data show uniformly high outcome proficiency, independent of biosocial pupil characteristics and school demographic characteristics. Detailed reports are available from SWRL.

• contact

Ginn and Company
191 Spring St.
Lexington, MA 02173
(617) 861-1670

(COMPILED, JUNE, 1977)

PRODUCT: BLENDING SOUNDS PARENT TEACHING PACKAGE

• description

A portable package designed to teach the sounds of letters to elementary school children ages 6-12.

This package is designed to teach one child at a time to sound out words using a pencil-and-paper format. With one lesson taught per day, the package requires 30 or more days to complete. It is believed that in teaching rural children with learning difficulties, the child's parents can be used. The parent manual teaches the selected skill, supervision of practice of the skill, monitoring of the child's progress, and management of the child. The child responds to the visual image of the letter(s) by saying the sound as quickly as possible; speed is expected to increase as the lessons progress. The speed set for criterion performance is critical. It determines the child's ability to blend. The parent studies a sound chart and learns to monitor correctly and imitate the correct sounds for the letters. When the parent knows these sounds, the pretest can be administered to the child to determine which sounds the child knows and which he/she does not know. Then the parent begins each lesson by using the stack of sounds the child knows.

The program, designed to stand alone as a self-contained unit, has been field tested under these conditions. At the end of a lesson, the parent and student record the best reading time for all the known sounds on the student progress chart.

Developer: Exceptional Child Center
Logan, UT

• implementation requirements

The package is used 20 minutes daily for 4 weeks until the child can say 71 letter sounds automatically when presented the visual letter symbol, and will be able to blend these sounds into words at a rapid rate. Students who can benefit from the package are identified by a teacher-administered test.

• services available

The package is self-contained; no additional assistance is needed.

• descriptors

Reading Skills

• target audience

Students in elementary grades who do not know how to sound out words or blend sounds; also used successfully with handicapped children.

• materials/costs

Blending Sounds Parent Teaching Package, $5.50. Includes 86 sound cards, teacher's manual, student record sheet, parent record sheet. Materials can easily be reproduced.

• assurances/claims

Formative evaluation with mildly handicapped pupils and their parents has been completed. Follow-up of packages distributed to date indicates most are used by teachers with slower pupils in their classes.

• contact

Outreach & Development
Division
Exceptional Child Center, UMC-68
Utah State University
Logan, UT 84322
(801) 752-4100, ext. 7753
Contact: Alan Hofmeister

(COMPILED, JUNE, 1977)

PRODUCT: SOUND SYMBOL PARENT TEACHING PACKAGE

• description

A portable package designed to teach children in the elementary grades to sound out words.

The child successfully completing this package will be able to say 39 letter sounds automatically when presented with the visual letter symbol.

The package is designed to be used on an individual basis by the parent in the home. Also many teachers and untrained aides can use it in classrooms, both regular and special. In the classroom, it is not meant for group instruction. It takes approximately 30 days or more to complete.

The subject area is reading; specifically, consonants, consonant digraphs, and long and short vowels. The need for the product has arisen because many children have difficulty learning to read. Sound-symbol relationship skill is a necessary and critical prerequisite to learning to read.

The core of a daily lesson consists of the student's saying as quickly as possible the sounds of the letter symbols that are known. A procedure is specified to do so. Each time a row of cards is said, the child is timed. The lesson terminates in approximately 20 minutes; at that point the parent and student record on the student progress record the best reading time for all the known sounds.

Developer: Exceptional Child Center
Logan, UT

• implementation requirements

Designed for 20-minute daily use for 4 weeks. Intended for use by parents; no formal training required. This self-contained program does not require special services for implementation. Teachers should be familiar with the package in order to answer questions parents might have.

Some teachers use this package with 1st graders as an introductory reading program.

• services available

The package is self-contained; no additional assistance is needed.

• descriptors

Reading Skills

• target audience

Nonreading elementary students and their parents; also used successfully with handicapped children.

• materials/costs

Sound Symbol Parent Teaching Package, $4.25. Includes teacher's manual, 30 sound cards, cassette tape, student record sheet, and instructor's record sheets.

• assurances/claims

Formative evaluation with mildly handicapped students and their parents has been completed. Follow-up of packages distributed to date indicates most are used by teachers with slower students in their classes.

• contact

Outreach & Development
Division
Exceptional Child Center, UMC-68
Utah State University
Logan, UT 84322
(801) 752-4100, ext. 7753
Contact: Alan Hofmeister

(COMPILED: JUNE, 1977)

PRODUCT: VOCABULARY BUILDING PARENT TEACHING PACKAGE

• description

A portable package developed to increase the reading ability of students in grades 5-12.

The subject area is reading; specifically, word recognition, word meaning, and oral reading skills. The student will increase in reading rate, oral reading ability, word meaning, and word recognition skills through the use of this package in the home. After the parent reads the parent's manual, he/she can direct the teaching of the selected skill, supervise the practice of the skill, monitor the child's progress, and manage the child. The child reads three 100-word paragraphs and must meet the acceptable time and error criteria to qualify for this package.

The core of the daily lessons is as follows: (1) parent-child review of words learned on the previous day; (2) child's reading aloud of 100-word selection chosen from any book, newspaper, etc.; (3) parent's taking 1 of the unknown words from that selection and teaching child how to say it; (5) child's demonstration that he/she has learned the meaning of the word by using it in a sentence; (6) child's oral reading of 100-word selection while parent times the reading and records number of words missed; (7) termination of lesson with completion of progress record form.

Developer: Exceptional Child Center
Logan, UT

• implementation requirements

This self-contained package is intended to be used approximately 20 minutes daily for 4 weeks. Designed for use by parents; no formal training required. Teachers should be familiar with the package in order to answer questions parents might have. This package is also used in classrooms and resource rooms.

• services available

The package is self-contained; no additional assistance is needed.

• descriptors

Reading Skills

• target audience

Students in grades 5-12 and their parents; also used successfully with handicapped children.

• materials/costs

Vocabulary Building Parent Teaching Package, $2.50. Includes teacher's manual, progress record form, 100 blank cards, known words and unknown words envelopes. All materials can be easily reproduced.

• assurances/claims

Formative evaluation with mildly handicapped students and their parents has been completed. Follow-up of packages distributed to date indicates most are used by teachers with slower students in their classes.

• contact

Outreach & Development Division
Exceptional Child Center, UMC-68
Utah State University
Logan, UT 84322
(801) 752-4100, ext. 7753
Contact: Alan Hofmeister

(COMPILED, JUNE, 1977)

PRODUCT: WORD RECOGNITION PARENT TEACHING PACKAGE

• description

A portable package designed to increase elementary school children's speed in recognizing words that are impossible to sound out.

The subject area is reading; specifically, how to respond automatically to phonetically irregular sight words that occur most frequently in reading in the elementary grades. Upon completing the package, the child will be able to say 100 sight words automatically when presented the visual word unit. The package is designed to instruct one child at a time; it is not intended for group instruction.

A pretest is administered to the child by the parent to determine which sight words the child knows and which words the child does not know. The parent then begins daily lessons using the stack of words the child knows. Correction procedures are built into each part of the daily lesson. Appropriate trouble-shooting phrases are also built into the lesson for the child who does not succeed on the first attempt. For those students who do succeed, task command is followed by specific praise. The core of daily lessons consists of the child saying the known sight words as quickly as possible. A procedure is specified to do so. Each time a row of cards is said, the child is timed. At the end of a lesson, the parent and student record on the student progress record sheet the best reading time for all the known sounds.

Developer: Exceptional Child Center
Logan, UT

• implementation requirements

Students who can benefit from the package are identified by a teacher-administered test. Thirty weeks of 20-minute lessons are provided. Designed for use by parents; no formal training required. The teacher should be familiar with the package in order to answer any questions parents might have. The parent follows the order of indicated daily lesson format. Each sequential step should be followed precisely.

• services available

The package is self-contained; no additional assistance is needed.

• descriptors

Reading Skills

• target audience

Students in elementary grades who have not acquired a basic sight vocabulary and their parents; also used successfully with handicapped children.

• materials/costs

Word Recognition Parent Teaching Package, $4.25. Includes parent letter, graphs, 100 word cards, teacher's manual, student progress record sheet, and parent's record sheet. All materials can be easily reproduced.

• assurances/claims

Formative evaluation with mildly handicapped students and their parents has been completed. Follow up of packages distributed to date indicates most are used by teachers with slower students in class.

• contact

Outreach & Development
Division
Exceptional Child Center, UMC-68
Utah State University
Logan, UT 84322
(801) 752-4100, ext. 7753
Contact: Alan Hofmeister

(COMPILED, JUNE, 1977)

PRODUCT: INDIVIDUALLY GUIDED EDUCATION (IGE)

• description

An alternative form of public schooling that focuses on student development through individualized curriculum and instruction.

Individually Guided Education (IGE) is a total system that draws together various educational practices and concerns and focuses upon individual student learning. Every element and phase in system development, refinement, and implementation is designed to create conditions for effective planning, teaching, and learning.

The range of phenomena ordinarily associated with education has been organized into 7 component curriculum areas: (1) Multiunit School (MUS) -- organizational structure to enable educational decision making, open communication, and accountability to occur at appropriate levels. (2) Instructional Programming Model (IPM) -- a framework for teaching children according to their own rates and styles of learning, levels of motivation, and other characteristics, it takes into account general school educational objectives. (3) Curriculum Materials and Instructional Procedures -- individualized. (4) Model for Measurement and Evaluation -- assessment of each child's readiness, progress, and final achievement by use of criterion-referenced tests and other assessment procedures. (5) Home-School-Community Relations Program -- involves students, staff, parents, and citizens to foster mutual understanding of resources and expectations to create and maintain optimum learning situation. (6) Facilitative Environments -- establishes relationships among local, intermediate, state education agencies and teacher education institutions. (7) Research and Development -- generates knowledge and programs related to curriculum instruction and administration that can be infused.

Achievement level, learning style, and motivation level of each student are assessed prior to instruction. Following instruction, students are assessed for attainment of initial objectives.

Developer: Wisconsin Research and Development Center for Cognitive Learning
Madison, WI

• implementation requirements

Minimal adoption criteria are: the entire school is organized in MUS organization pattern and the school applies IPM to at least 1 curricular area. However, there are as many patterns of IGE as there are IGE schools. Changes are made incrementally, as the school is ready to accept new practices. To facilitate IGE implementation, personnel from teacher education institutions, state education agencies, intermediate education agencies, and local education agencies are trained in IGE concepts and practices and become IGE implementers.

• services available

25 statewide IGE networks have been established to assure a continuing, cooperative relationship between IGE users and sources of assistance. A prototypical state IGE network comprises state education agency, intermediate education agencies (where appropriate), teacher education institutions, and local school districts. Contact developer for list.

• descriptors

School Organization
Individualized Curriculum
Individualized Instruction

• target audience

K-6 school systems.

• materials/costs

"Think Kids" (overview film), $125 or $3/day rental; AV inservice package ("IGE School Kit"), $75; "FESS" Simulations (11 inservice simulations on common IGE implementation problems), $20/set. Various other specialized pre- and inservice materials available; write for details.

• assurances/claims

Over 2,000 schools in 37 states have implemented IGE. All IGE staff development materials are carefully scrutinized to eliminate any form of social bias, ethnic or sexual stereotyping, or inappropriateness of content. Evaluation has shown that IGE has a positive effect on student achievement and attitudes toward learning.

• contact

Wisconsin Research and
Development Center for
Cognitive Learning
1025 West Johnson St.
Madison, WI 53706
(608) 263-4200
Contact: Information Office

(COMPILED, JUNE, 1977)

PRODUCT: PRE-READING SKILLS PROGRAM (PRS)

• description

An individualized program that teaches children the visual and sound skills necessary for success in formal reading instruction.

PRS does not teach reading; it teaches children the 5 visual and sound skills necessary before effective reading instruction: letter order, letter orientation, word detail, sound matching, and sound blending. Sound-picture association, letter-sound correspondence, and rhyming are also taught. The sequences of activities to teach readiness skills are presented for both visual and sound skills. The primary instructional technique is small-group games; children are also involved in a variety of large-group and individual activities. A secondary objective of PRS is to encourage children to have a positive attitude about reading and reading instruction.

Developers have added a Vocabulary Segment designed to teach ESL pupils (primarily Spanish) English words needed for instruction in PRS sound skills.

Developer: Wisconsin Research and Development Center
University of Wisconsin at Madison

• implementation requirements

Teachers can use PRS for 20-30 minutes a day for 3-5 days a week. Sound and visual activities can be used on alternate or identical days, depending on teacher preference. The PRS kit contains diagnostic tests and record-keeping suggestions.

• services available

No special training required; self-contained program includes teacher's guide. A 3-day preservice workshop (not essential but recommended) includes information on the 5 skills, overview of instructional sequence, and simulated teaching of first lessons. Informational brochures available from Encyclopedia Britannica; overview filmstrip available ($15) from Wisconsin R&D Center.

• descriptors

Prereading Experience
Reading Readiness

• target audience

Kindergarten pupils; also used with older or younger children. Vocabulary Segment aimed at ESL students.

• materials/costs

One PRS kit (1 teacher, 60 children) costs $445. Kit includes games, books, manipulatives, records, sound picture cards, resource file, diagnostic test, ditto masters, etc. Consumable items can be reordered separately ($27.50 for 32 children). Write publisher for Vocabulary Segment price.

• assurances/claims

In an evaluation study of over 170 children, those who used PRS scored significantly higher on reading readiness than nonusers. Readiness skills were retained between kindergarten and 1st grade. Developers state that teachers, children, and parents all enjoy working with readiness activities. Qualified consultants have verified that PRS is free of racial, sexual, and other biases.

• contact

Encyclopedia Britannica Educational Corporation
425 N. Michigan Ave.
Department 10A
Chicago, IL 60611
(312) 321-7483
Contact: Warren Burns

(CO-4PHLD, JUNE, 1977)

PRODUCT: WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT (WDRSD): COMPREHENSION

• description

An individualized program to develop literal comprehension skills in K-6 pupils.

WDRSD is an objective-based instructional system that provides structure and substance for an elementary school reading program. The purpose of the WDRSD component is to develop the skills necessary for literal comprehension. The 40 skills are grouped into 4 main stands that extend across 7 levels. The 4 strands and their substrands are: (1) word meaning (word parts and context clues), (2) sentence meaning (detail and paraphrasing), (3) passage meaning (central thought and relationships/conclusions), and (4) sequence. The component includes criterion-referenced diagnostic and progress tests, pupil profile cards, and a teacher's resource file. Instructional groups are formed after diagnostic testing.

Developer: Wisconsin Research and Development Center
University of Wisconsin at Madison

• descriptors

Comprehension

• target audience

K-6 pupils; can be used in junior high school.

• materials/costs

A starter kit for 6 teachers and 245 pupils costs $570.

• implementation requirements

Required teacher inservice can be handled by local staff. Program useful in self-contained or multiunit class in conjunction with regular reading programs. To develop each skill, specific daily instruction for 2-3 weeks is recommended. The developer also emphasize that additional opportunities must be provided for application of skills. The program includes diagnostic and progress tests for all 40 skills.

• services available

Publisher offers 1 or 2 day workshop tailored to needs of customer. For further information contact National Computer Systems, Educational Systems Division, Minneapolis, MN.

• assurances/claims

One or more of the WDRSD components is used in over 5,000 schools in 50 states. There have been no reports of harmful effects to students or teachers from any component of the program. Developer's field tests confirm that this component is effective in teaching comprehension. Field tests also indicate that implementation of this component does not require the assistance of R&D Center staff.

• contact

National Computer Systems
Educational Systems Division
4401 West 76th St.
Minneapolis, MN 55435
(800) 328-6116 (Minn., Alaska, Canada) call: (612) 831-4100
Contact: Pam Weber

(COMPILED JUNE 1977)

PRODUCT: WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT (WDRSD): SELF-DIRECTED, INTERPRETIVE, AND CREATIVE READING

• description

A skill-oriented approach to the teaching of expressive reading skills in grades K-6.

The WDRSD is an objective-based instructional system that provides structure and substance for an elementary school reading program. Six areas of essential skills have been identified: word attack, comprehension, study skills, self-directed reading, interpretive reading, and creative reading. The purpose of the 3 latter components is to help teachers focus on a skill-oriented approach to self-directed, interpretive, and creative reading.

Those components differ from the first 3 in that objectives are expressive and descriptive rather than behavioral and prescriptive. The 3 components include 48 identified skills; each level has 5 skills in self-directed reading, 6 in interpretive reading, and 5 in creative reading. Because objectives in these 3 areas are expressive, assessment instruments are not available. The program includes teacher's planning guide, pupil profile cards, and resource file of activity suggestions. Students work individually or in small groups on specific skills such as reading rate and purpose, character traits, or oral/musical interpretations.

Developer: Wisconsin Research and Development Center
University of Wisconsin at Madison

• descriptors

Expressive Language
Language Skills

• target audience

K-6 pupils; suitable for junior high school students with minimal adaptations.

• materials/costs

A starter kit for 6 teachers and 180 students costs $135.

• assurances/claims

A field test of the materials (1,500 pupils in 3 schools) showed that a competent teacher could use the program without extra assistance. Developers state that activity suggestions do not contain any form of social bias, ethnic or sexual stereotyping, or inappropriate context.

• implementation requirements

Program can be implemented with aid given in teacher's manual. Developers suggest that pupils be exposed 3 times to each of 16 skills during each school year. Actual time requirements will vary according to activity choice and student ability. Skills need not be covered in any special sequence. No screening or placement necessary since all pupils are exposed to the same skills, but work according to their capacity.

• services available

Publisher offers 1 or 2 day workshop tailored to needs of customer. For further information contact National Computer Systems, Educational Systems Division, Minneapolis, MN.

• contact

National Computer Systems
Educational Systems Division
4401 West 76th St.
Minneapolis, MN 55435
(800) 328-6116 (Minn., Alaska, Canada) call: (612) 831-4100
Contact: Pam Weber

(COMPILED, JUNE, 1977)

PRODUCT: WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT (WDRSD): STUDY SKILLS

• description

An individualized K-6 program to develop skills in reading maps, graphs, and tables and in using reference materials.

WDRSD is an objective-based instructional system that provides structure and substance for an elementary school reading program. The purpose of the study skills component is to teach pupils (K-6) to read maps, graphs, and tables and to use a variety of reference sources. Seventy-one skills are described behaviorally. The component includes: (1) criterion-referenced diagnostic and mastery tests for each level; (2) pupil profile cards; and (3) teacher's resource file. Instructional groups are formed after diagnostic testing. After instruction, pupil performance on a mastery test determines regrouping or progression.

Developer: Wisconsin Research and Development Center
University of Wisconsin at Madison

• implementation requirements

Required teacher inservice for study skills can be handled by local staff. Program can be used in conjunction with regular reading, social studies, math, and/or language arts materials. For each skill, developers suggest instruction for 25 minutes/day for 2-3 weeks. Component includes diagnostic and mastery tests for each level of study skills.

• services available

Publisher offers 1 or 2 day workshop tailored to needs of customer. For further information contact National Computer Systems, Educational Systems Division, Minneapolis, MN.

• descriptors

Study Aids

• target audience

K-6 pupils; has been used in junior high schools.

• materials/costs

Starter kit for 6 teachers and 245 pupils, $570.

• assurances/claims

One or more components of WDRSD are used in over 5,000 schools in 50 states. There have been no reports of harmful effects to students or teachers from any component of the program. Developer's field tests and independent evaluations confirm that this component is effective in teaching study skills to pupils. Field tests also indicate that implementation of this component does not require the assistance of R&D Center staff.

• contact

National Computer Systems
Educational Systems Division
4401 West 76th St.
Minneapolis, MN 55435
(800) 328-6116 (Minn., Alaska, Canada) call: (612) 831-4100
Contact: Pam Weber

(COMPILED, JUNE, 1977)

PRODUCT: WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT (WDRSD): WORD ATTACK

• description

An individualized program to develop word attack skills in K-3 pupils.

WDRSD is an objective-based instructional system that provides structure and substance for an elementary school reading program. The purpose of the WDRSD word attack component is to teach children (K-3) to attack phonically and/or structurally regular words and to recognize all common irregular Dolch list words. Forty-five skills, organized into 4 levels, are described in terms of behavioral objectives. Three major word attack strategies are emphasized: sight word vocabulary, phonic analysis, and structural analysis.

The program includes: (1) criterion-referenced diagnostic and mastery tests for each level; (2) pupil profile cards; and (3) teacher's resource file. After the teacher diagnoses pupil skills, instructional groups are formed. After instruction, pupil performance on the mastery test determines regrouping or progression.

Developer: Wisconsin Research and Development Center
University of Wisconsin at Madison

• implementation requirements

Required teacher inservice can be handled by local staff. The program is useful in self-contained or multiunit classes, in conjunction with regular reading programs. For each skill, developers suggest instruction for 25 minutes/day for 2-3 weeks. Program includes diagnostic and mastery tests for most (39) skills.

• services available

Publisher offers 1 or 2 day workshop tailored to needs of customer. For further information contact National Computer Systems, Educational Systems Division, Minneapolis, MN.

• descriptors

Word Recognition
Word Study Skills

• target audience

K-3 pupils; teachers of older, "disabled" readers may find the program useful.

• materials/costs

A starter kit for 5 teachers and 175 pupils costs $375.

• assurances/claims

Over 5,000 schools in 50 states use 1 or more WDRSD components. There have been no reports that use of the word attack element has had any harmful effects on teachers or pupils. Developer's field tests and independent evaluations confirm that the program is effective in teaching word attack skills to urban and nonurban pupils.

• contact

National Computer Systems
Educational Systems Division
4401 West 76th St.
Minneapolis, MN 55435
(800) 328-6116 (Minn., Alaska, Canada) call: (612) 831-4100
Contact: Pam Weber

(COMPILED, JUNE, 1977)

Secondary Education

Only three alternatives for secondary school educators are included in this offering: two in experience-based career education and one for adult education that has successfully been adapted for high school use. However, products in other sections of this Catalog can easily be adapted for use with older students, depending on the particular needs identified as needing remediation.

PRODUCT: FAR WEST LABORATORY (FWL) EXPERIENCE-BASED CAREER EDUCATION (EBCE)

• description

An experience-based alternative to traditional secondary school formats.

The EBCE model, an alternative program of secondary education, uses the entire community as a school. Direct experience in a wide variety of real-life settings helps students acquire skills and knowledge necessary to choose, enter, advance, and find satisfaction in an adult role. Individually planned learning programs utilize large and small businesses, governmental agencies, community institutions, and individual professionals and entrepreneurs.

Learning projects blend growth in academic subjects, career awareness, basic and interpersonal skills. While learning programs are planned and monitored with the assistance of EBCE staff located at a school center, students spend much of their time in the community, working with volunteer resource persons and organizations. Seminars and other group sessions support students' experiences and assure broad exposure to major fields of study and work. Project Planning Packages contain goals and guidelines for planning individualized projects in career/subject fields as well as criteria for assigning credit.

Community experience enables students to discover utility of basic skills and to expand their skills through practice in real-life settings. Students with skills deficiencies and those desiring advanced study use individualized materials assisted by tutors or enroll in regular high school or community college courses.

Learning coordinators work with 25-30 students, helping them develop long-range goals, shorter-range objectives, and project plans. They also monitor progress, provide feedback, and help evaluate performance. A resource analyst develops and maintains the external resource persons and organizations; a skills specialist diagnoses student needs (e.g., in reading skills) and coordinates supplementary learning activities or enrollment in appropriate courses.

Developer: Far West Laboratory for Educational Research and Development
San Francisco, CA

• implementation requirements

FWL-EBCE is staffed from presently employed LEA staffs: a full- or part-time program director (depending on size of program); 1 learning coordinator/25-30 students; 1 skills specialist/200-250 students (with assistance from volunteer or part-time tutors);and 1 resource analyst/200-250 students. Lead time required for staff training and preparation varies with program plans and size; minimum recommended is two weeks for training and four weeks for preparation. May be implemented as a full- or part-time program for any number of students provided sufficient lead time is available. A program can be installed in an existing school or a separate facility.

• services available

Planning assistance, training, and technical assistance in implementing adoptions or adaptations is available at cost at either the developer's site or the adopter's site. Information on demonstration sites also available. Contact Ralph Baker or Karen Chatham, (415) 565-3000.

• descriptors

Career Education
Educational Alternatives

• target audience

Designed for a cross-section of high school students; adaptable to special target groups.

• materials/costs

Descriptive brochure, single copies free; Program Overview, $.70; Guide to Adoption and Implementation Decisions, $6; Program Handbooks (4 volumes: Management, Resources, Guidance & Instruction, and Project Planning Packages), $75; Values and Information...An Approach to Evaluation Planning, $7; Final Evaluation Report,FY 1976, $5. All prices based on printing costs and subject to change.

• assurances/claims

Rigorously evaluated by internal staff and review teams from NIE and ETS, the program has demonstrated effectiveness in promoting growth in basic skills, career awareness, and interpersonal skills; enhancing motivation, mobilizing community support; and preparing graduates for college or work.

No negative effects have been noted. In developing EBCE materials and methods, every effort has been made to promote equity and eliminate biases relating to race, religion, age, sex or socioeconomic status.

• contact

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94103
(415) 565-3000
Contact: Ralph Baker or Karen Chatham

(COMPILED, JUNE, 1977)

PRODUCT: EXPERIENCE-BASED CAREER EDUCATION (EBCE)

• description

An in-school and out-of-school secondary school program focused on career development and guidance.

A program for students in grades 9-12 designed to help them develop a career plan by using self-definition, self-appraisal, decision-making, information processing, and responsibility skills. Academic growth in communications skills and mathematics is also emphasized. Students spend 1-2 days per week working at commercial, industrial, or service agency sites. There are 20 clusters of employer sites for exploration. After making tentative career choices, the student investigates 1 site in depth for a few weeks up to several months. All activities at employer sites are taught by experts in the field.

A team of resource coordinators implements the career development aspects of the program. They recruit employer/community participants, construct instructional programs, and monitor and assist in the revision of site programs. A team of counselors delivers guidance services. A team of mathematicians and English instructors implement the academic resource center by providing individualized instructional systems in their content area. The academic resource center employs programmed sequencing and self-pacing.

The core program has 3 subdivisions: Career Development, Career Guidance, and Academic Resource Center.

Developer: Research for Better Schools, Inc.
Philadelphia, PA

• implementation requirements

All 3 program components require about 15 hours per week, with minimum overall time of 1 year suggested, varying with student interest and ability. Assessment and record-keeping provisions in all components.

Most schools must change scheduling, personnel, organization, and management systems; flexibility meets local needs. Cooperation of employer/community resources is crucial. All staffing patterns based on 300 student participants for 3/4 of their credits in a year. Requires 14 professionals plus 3 support staff.

• services available

Training and implementation assistance is available from Research for Better Schools; contact Michaelita Quinn, (215) 561-4100.

• descriptors

Career Education

• target audience

Students in grades 9-12.

• materials/costs

The Career Education Library, $60 from Research for Better Schools, includes Career Development, Career Guidance, and Academic Resource Center materials necessary for implementation. Estimated costs include: staffing, $237,000; training and technical assistance for program adoption (60 days at $250/day), $15,000; student and staff travel, $13,000; telephone, $3,900. Cost per student per year, $1,046.65. Printing and reproduction, $4,000; conference expenses for employer/community participants, $2,000. One-time costs for cassette tape players, filmstrip viewers, storage cabinets for AV materials, $1,095.

• assurances/claims

Materials have been scrutinized to eliminate any social bias, ethnic or sexual stereotyping, or inappropriateness of content. Two groups of students were used to test program effectiveness: an experimental group of 76 10th and 11th graders and a non-equivalent control group of 81 students randomly selected from same school. Standardized and program-developed instruments were used; tests showed that students acquire increased mastery in basic academic skills with increased mastery of career awareness.

• contact

Research for Better Schools, Inc.
1700 Market St.
Philadelphia, PA 19103
(215) 561-4100
Contact: Marketing Division

(COMPILED, JUNE, 1977)

PRODUCT: INDIVIDUALIZED LEARNING FOR ADULTS: COMMUNICATION SKILLS

• description

A program which concentrates on the systematic development of reading ability.

This program concentrates on the systematic development of reading ability by adults. The reading continuum consists of 129 performance objectives organized into 9 areas: phonic analysis, structural analysis, vocabulary development, literal comprehension, interpretive comprehension, evaluative comprehension, library skills, organizational skills, and reference skills.

Five entrance tests sample learner performance in each area of the continuum to indicate the appropriate starting level. Seventy pretests and posttests plot the learner's route through the instructional materials. Skill booklets cover each performance objective; included are 2 skill tests to monitor progress. A series of 44 cassette tapes also is used.

The instructor serves primarily as a manager who oversees the program functions, tutors individuals or small groups, and acts as a learning resource.

Developer: Research for Better Schools, Inc.
Philadelphia, PA

• implementation requirements

This self-directed learning program can be used in any Adult Basic Education setting. Evaluative instruments are embedded in each instructional booklet. A ratio of 1 teacher to 26 students is suggested. A nonprofessional aide is recommended for clerical tasks. Time required to complete curriculum will vary depending on achievement and motivation. Program, packaged for use as an instructional unit, requires little or no external assistance. It has been widely used in high school classrooms.

• services available

Training and implementation assistance is available from Research for Better Schools; contact Hurley Hanley, (215) 561-4100.

• descriptors

Adult Education

• target audience

Young-adult and adult learners ranging from illiterate to 9th-grade reading level.

• materials/costs

Pupil prescription sheets (75), $9; pupil profiles (75), $1.50; and training materials (2 sets), $8 must be replaced yearly. One set of cassettes (reusable), $50. Pupil books in quantity, at various levels, range from $14.40 to $21.60 yearly. Entrance tests in quantity, at various levels, range from $8.08 to $316.08 yearly.

• assurances/claims

The product was evaluated through use with more than 400 secondary school students, 49 military recruits, and roughly 300 prison inmates. In each case the product functioned as a central element in a basic skills program. In secondary school contexts, student achievement and attitudes in many areas were documented. No indication of any type of harm has emerged. No social bias or stereotyping has been identified.

• contact

Research for Better Schools, Inc.
1700 Market St., Suite 1700
Philadelphia, PA 19103
(215) 561-4100
Contact: Marketing Division

(COMPILED, JUNE, 1977)

Guides/Training Materials

This group of staff development products, diagnostic instruments, evaluation techniques, and handbooks will prove especially useful for preservice and inservice staff training. Educators wishing to broaden their horizons as part of mid-career development activities will find a wide variety of products from which to choose.

PRODUCT: HOME VISITOR'S KIT: TRAINING AND PRACTITIONER MATERIALS FOR PARAPROFESSIONALS IN FAMILY SETTINGS

• description

Materials for 2-week training sessions for beginning home visitors who will work with parents to help increase the development of their children.

The Home Visitor's Kit (HV Kit) provides entry-level skills and orientations to trainees beginning work as home visitors in connection with home-oriented early childhood education programs. It includes materials and experiences necessary for an initial 2-week training experience, assuming only that a local selection process has been used to obtain personable and responsible individuals with at least a high school education.

The package was created to meet the practical necessity of preparing home visitors to work in AEL's Home-Oriented Preschool Education (HOPE) program. The experience of a 3-year field test of the HOPE program in several Appalachian communities, plus subsequent replications, provided a rich experience for package design for a more general audience. These home visitor training materials will prepare a paraprofessional recruit to assume important responsibilities in working directly with parents around the development of their preschool children (aged 3-5 years). However, it can be adapted to prepare a home visitor for programs serving the entire early childhood age range (birth to 8 years).

Programmed lessons are designed to accomplish specific behavioral outcomes. The approach is experience-based, using many simulations--some performed by trainees and others experienced via multimedia materials. Trainer behavior is guided step-by-step through the 2-week training period. Trainees study, interact, experience, and perform planned exercises. The learning relates directly to responsibilities trainees will assume as home visitors. A pretest and posttest are provided. Regular feedback and an overall evaluation indicate trainee progress and areas in which further learning is needed.

Developer: Appalachia Educational Laboratory, Inc. (AEL)
Charleston, WV

• implementation requirements

Special equipment required includes slide/filmstrip equipment and 16mm film projector. Users organize staff to deliver program; HV Kit directed at 1 segment of staff. Multimedia portions (relatively expensive) used infrequently in single locale. Rental or state/regional purchase arrangement offers solution. Two full weeks or 50-60 hours required to complete full training; modified per program requirement.

• services available

Coordinator and trainers must receive 1-2 days' orientation and familiarization. Appalachia Educational Laboratory provides orientation for trainers and consultation regarding adaptations to special audiences/purposes at cost. Contact Edward E. Gotts, (304) 344-8371.

• descriptors

Early Childhood Education
Training
Paraprofessional School Personnel

• target audience

Paraprofessional home visitors in early childhood programs.

• materials/costs

Print material set, $19.95; discount available for bulk purchase. Parent's Notebook, $3.95; Home Visitor's Resource Materials, $5.95; Home Visitor's Notebook, $14.95. Slides and cassettes, filmstrips and cassettes, and 2 16mm films are now being placed with distributor; contact Appalachia Educational Laboratory for information and costs.

• assurances/claims

No observable or conceivable physical harm could result from participation; no incidents of physical harm have occurred to date among 500 trainees at 6 geographically dispersed sites. No documentable psychological harm among 500 trainees. In rural Appalachia, all local education associations use female paraprofessionals as home visitors. (Most parents/grandparents receiving these visitors are female.) Materials thus focus on female home visitor, usually visiting with female parent. All materials use multiracial illustrations.

• contact

Available summer, 1977.
Human Sciences Press
72 Fifth Ave.
New York, NY 10011
(212) 243-6000
Contact: Linda Holzbaur

(COMPILED, JUNE, 1977)

PRODUCT: DIAGNOSTIC AND PRESCRIPTIVE READING INSTRUCTION

• description

A multimedia program to enable teachers to diagnose and correct children's specific reading problems.

This multimedia program enables teachers to diagnose and correct children's specific reading problems. A series of 17 half-hour color videotaped instructional units, with accompanying ancillary and testing materials, provides inservice training for teachers in grades K-6. The program offers individual experience in diagnosis, ways of locating procedures to teach the needed skills, and suggestions for appropriate strategies. Videotapes feature classroom teachers and pupils illustrating innovative teaching techniques in a classroom-oriented atmosphere.

Five videotaped seminars, each with panels of authorities in given content areas, are also provided.

The package includes group and individual activities for participants, as well as materials to test participant progress in content areas; tests include a pretest, unit tests (for each tape); midterm, and posttest.

Subject areas include standardized tests, miscue analysis, word recognition, vocabulary, study skills, comprehension, etc.

Developer: Appalachian Regional Commission
Washington, DC

• implementation requirements

As a training program, the materials can be used either independently or together as an inservice program, or as a complete course. Each instructional tape is 30 minutes in length; each seminar runs on hour. Accompanying materials require an average of 2 hours to complete. A video cassette player (3/4") is required. Materials are designed to be primarily self-instructional; a specialist is not required. Teachers take pretest to measure entry-level competencies; this test can also serve as posttest. Also provided are unit and midterm tests.

• services available

Product is self-contained; no services are needed.

• descriptors

Teacher Training

• target audience

Reading teachers (K-6).

• materials/costs

Video cassettes (17 instructional), each $25.25; video cassettes (5 seminars), each $35.24. Order from Appalachian Regional Commission, 1666 Connecticut Ave., Washington, DC 20235; Dennis Goldstein, (202) 673-7866. Consumables are available from Resource Coordinating Center, Univ. of Kentucky, Lexington, KY 40506; Nofflet Williams, (606) 258-4615.

• assurances/claims

The product has been used with about 600 educators in 8 states. Tennessee has adopted it as inservice training for all K-3 reading teachers. Materials do not display any form of social bias or stereotyping and no harm has been reported.

• contact

Appropriate distributor as noted above.

(COMPILED JUNE 1977)

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PRODUCT: DIALECTS AND DIALECT LEARNING

• description

A self-contained inservice program for elementary and secondary school teachers aimed at teacher understanding of nonstandard dialects.

Dialects and Dialect Learning is a self-contained and essentially self-teaching course consisting of four programmed instructional units -- with tape recordings and test materials -- designed to provide basic information and instruction for teachers who wish to modify their procedures in teaching a standard English as well as for those who wish merely to understand more fully this sensitive and important topic. In the course, nonstandard dialects are recognized as different, not deficient, varieties of English. The authors' pedagogical point of view stresses the value of augmentation -- the addition of a second dialect to the student's range of language skills -- but the authors also stress that every respect must be accorded the student's own dialect.

The objectives of the course are: (1) to provide basic information about American dialects; (2) to provide instruction in listening for and recording the sounds which commonly occur in American speech, both standard and nonstandard; (3) to provide instruction in listening for and recording the grammatical, lexical, and phonological constructions most frequently found in nonstandard dialects; and (4) to introduce the basic issues involved in teaching a standard English to speakers of nonstandard dialects.

Developers: CEMREL, Inc.
St. Louis, MO

UMREL
Minneapolis, MN

• implementation requirements

Suggested pattern for group study is a series of 2-hour sessions with intervening self-study; a group leader facilitates the learning situation. However, the course can be easily used independently. Each unit includes pre- and posttests. Approximately 40 hours are needed to complete the program.

• services available

The program is completely self-contained; no additional help is needed.

• descriptors

Teacher Education
Bilingual Education
Biculturalism

• target audience

K-12 teachers.

• materials/costs

Dialects and Dialect Learning consists of a leader's manual and four programmed units, including tape recordings and test materials, $55.

• assurances/claims

There is no evidence which suggests that this program is harmful or socially unfair. The program was tested by the developer with assistance from linguists at the University of Minnesota and the Center for Applied Linguistics in Washington, D.C. Test scores from these three sites indicate that the teachers were able to identify and classify approximately twice as many of the nonstandard speech patterns of children after taking the program than before.

• contact

National Council of Teachers of English
1111 Kenyon Rd.
Urbana, IL 61801
(217) 328-3870

(COMPILED, JUNE, 1977)

72

PRODUCT: SCHOOL BEFORE SIX: A DIAGNOSTIC APPROACH

• description

A comprehensive manual of diagnostic procedures and activities for preschool children.

Developed by the Cornell Research Program in Early Childhood Education, the diagnostic approach proceeds from the belief that teachers should carefully observe each child's strenghts and abilities and gradually provide activities that will refine skills and extend experiences. No specific teaching style is prescribed. A simple way of recording strengths and weaknesses is provided by anecdotal records, diagnostic activities, and suggestions for initiating and strengthening skills. School Before Six: A Diagnostic Approach is printed in 2 volumes. Volume I discusses children's learning needs in areas: large, small, and perceptual motor skills; language; social-emotional skills; and conceptual skills. Volume II presents activities in science, art, table games, food preparation, language, social sciences, and music that are all carefully cross-referenced to the 4 skill areas addressed in Volume I.

The goals are to help nursery school and kindergarten teachers carry out the difficult task of giving personal school experience to each child; to help each child grow in all areas, using the child's strengths and interests to aid learning; to help teachers plan a program that meets the child's needs and merges with the teacher's own teaching methods.

Developer: Laurel Hodgden, et al.
Cornell Research Program in
Early Childhood Education
Cornell University
Ithaca, NY

• implementation requirements

School Before Six is a resource manual for preschool teachers. It can provide a complete teaching strategy and all the activities a teacher might use in a preschool class during a year, or it can be used occasionally as a reference or supplement for a normal preschool curriculum. There are no formal testing procedures for teachers who use this book. Sample assessment checklists for children, called "needs and plans sheets," are provided in the appendix to Volume II. These are all the records teachers keep to diagnose children and prescribe activities for them.

• services available

This manual is self-contained; no additional help is needed.

• descriptors

Early Childhood Education
Diagnostic Teaching

• target audience

Preschool teachers

• materials/costs

School Before Six: A Diagnostic Approach, Volume I, $9.50; Volume II, $8.50.

• assurances/claims

No reports of harm have been associated with use. The product was developed and tested by researchers and teachers at the Cornell Nursery School and 5 other nursery schools in Ithaca, New York and Wilmington, Delaware. The diagnostic approach is applicable to children in all locations and socio-economic settings. Criticisms and suggestions made by early childhood specialists on the first edition led to revisions now incorporated in this second edition.

• contact

CEMREL, Inc.
3120 59th St.
St. Louis, MO 63139
(314) 781-2900
Contact: Jennie Scaggs
Publications

(COMPILED, JUNE, 1977)

PRODUCT: TEACHER ORIENTATION PACKAGE TO LANGUAGE AND THINKING PROGRAM (LAT), LEVEL I

• description

A multimedia, inservice training program for teachers using the Language and Thinking program.

This package provides orientation for teachers using the Language and Thinking, Level I (LAT) instructional program.

The goals of the Teacher Orientation Package for the Language and Thinking Program, Level I, are (1) to provide a general introduction to the program; (2) to provide teacher-leaders (coordinators, curriculum specialists, principals) with the information necessary to conduct orientation-to-LAT workshops; and (3) to introduce parents to the scope and content of LAT.

Instructions for three workshops are included in the Teacher Orientation Package. The first workshop is to be presented prior to use of the LAT program; the second, when teachers have completed the Sizes package; and the third when the Blends package has been completed. The entire package can also be used by teachers on an individual basis.

The package emphasizes the importance of teachers creating a positive emotional climate for learning. Audiovisual demonstrations provide clear examples that the LAT program accepts the language of the child, provides alternative models, reinforces unique responses, and provides opportunities for the student to expand language usage.

Developer: CEMREL, Inc.
St. Louis, MO

• descriptors

Teacher Education
Problem Solving

• target audience

Teachers and parents of students using the Language and Thinking Program.

• materials/costs

The nonconsumable teacher orientation package includes a coordinator's manual, 3 filmstrips, 3 cassette tapes at a total cost of $39.95.

• assurances/claims

No report of harm associated with this product has been received. Efforts were made to avoid examples of sexism, racial bias, or cultural stereotyping in the package. There is no evidence to claim that use of this product affects either student outcome or program implementation.

• implementation requirements

A series of 3 workshops, over 12 hours, are recommended and are led by a classroom teacher, curriculum specialist, or principal. A teacher may use the package for orientation on an individual basis.

• services available

This package is self-contained and requires no further consultation.

• contact

Follett Publishing Company
1010 W. Washington Blvd.
Chicago, IL 60607
(312) 666-5858
Contact: Leo Calvert

(COMPILED, JUNE, 1977)

PRODUCT: TEACHING YOUR CHILD

• description

A guidebook to provide basic concepts in child-rearing to parents of economically disadvantaged preschool children.

Designed to provide lower socio-economic-status parents with a low-cost program through which to learn basic principles necessary for early behavior functions of their children, this project originally consisted of a guidebook and television program. The videotape of the television program is no longer available but the guidebook, Teaching Your Child, written on a third-grade level and illustrated in a pleasing cartoon style, can be used effectively without the television program.

This program offers parents needed skills in reinforcement procedures for effectively teaching their children, as well as for "unlearning" some of their own inappropriate behavior. Program guidelines incorporate three types of behavior in children: developmental behavior parents wish to strengthen; problem behavior parents wish to decrease; appropriate behavior parents want to maintain. The following behavior categories were further defined: behavior relating to reading, writing, and language development; behavior relating to self-management by children; behavior relating to successful peer-sibling interaction; behavior related to successful parent/child interaction.

Developer: Lanny E. Morreau, Project Director
Televised Parent Training Program
UMREL/CEMREL, Inc.
St. Louis, MO

• descriptors

Early Childhood Education
Parent Participation

• target audience

Parents of preschool children.

• materials/costs

Teaching Your Child (1/family), $3.30, consumable.

• assurances/claims

No report of harm has been associated with use of this product. The product is used with low socio-economic status parents of preschool children and every effort has been made to eliminate all forms of racial and social bias, ethnic or sexual stereotyping. Test data show that parents were able to use the book effectively, apply its concepts to their interactions with their children, and were receptive to the program since it can easily be implemented in their homes.

• implementation requirements

The time needed for completion of the text depends on how much time the parent is able to spend. No special training is needed to make use of the product. Each lesson contains a multiple-choice type question. The parent checks the answer by turning the page and finding the correct answer with an explanation of why it was or was not correct. A summary statement that reinforces the lesson concept follows the answer explanation. Thirty-two lessons are provided.

• services available

This manual is self-contained; no additional help is needed.

• contact

CEMREL, Inc.
3120 - 59th St.
St. Louis, MO 63139
(314) 781-0900
Contact: Jennie Scaggs
Publications

(COMPILED, JUNE, 1977)

PRODUCT: SYSTEM FOR OBJECTIVE-BASED ASSESSMENT OF READING (SOBAR)

• description

A program to assess the reading level (word attack, vocabulary, comprehension, and study skills) of students in grades K-12.

SOBAR is part of a mastery testing program in reading and math; it identifies students' reading skills through customized objective-based tests. To use SOBAR, a school, district, or state selects reading objectives most important for students at specific grade levels. Test information can be used for curriculum planning, program evaluation, and resource allocation. SOBAR tests can be used as pre-, post-, and interim measures. Scoring provides information about individual students, group results, and distribution of student mastery.

Developer: Center for the Study of Evaluation
University of California, Los Angeles
Los Angeles, CA

• descriptors

Evaluation

• target audience

K-12 administrative personnel and teachers.

• materials/costs

Program includes customized test booklets (about $.60/student), predetermined test booklets (about $.45/student), answer sheets ($.01/student), a catalog of objectives ($3.25/class), and an examiner's manual ($.64/class). Costs vary according to size of order and number of objectives.

• assurances/claims

Developers state that flexibility of item choice decreases test anxiety in students. Technical accuracy is assured by a thorough development and evaluation process. Reading passages were developed with the intent of avoiding stereotyped roles of people on the basis of age, sex, race, or religion.

• implementation requirements

The user selects 10-30 objectives for each test; the publisher supplies 3 test items per objective, test booklets, and examiner's instructions. Tests can be used in a 1-month or a 1-year reading program. Time requirements depend on length and frequency of testing.

• services available

Printing, delivery, and scoring (optional) of tests are handled by Science Research Associates.

• contact

Criterion-Referenced Measurement Program
Science Research Associates
259 East Erie St.
Chicago, IL 60611
(312) 266-5082
(800) 621-6468
Contact: Nelson Noggle

(COMPILED JUNE, 1977)

PRODUCT: COMMUNICATION AND YOU

• description

A teacher guide to allow intermediate students to discover the complexities of communication.

This teacher guide, one part of the Comprehensive Career Education School Based Model (K-12), provides examples of exemplary career education curriculum materials for students in grades K-12. The theme is career awareness and exploration. This guide was developed specifically for students in grade 7.

These learning experiences focus on various elements of career education, including beginning competency and skills. Each learning set (lesson) offers student objective, an overview, a resource list, teacher preparation tasks, learning activities, and suggestions for evaluation-summary activities.

Topics covered (for intermediate grades) are: communication symbols; language elements and types; successful communication; forming, identifying, and changing attitudes, interdependency of persons; adjustment skills; coping with different viewpoints; and identifying interrelationships.

Each learning set provides several options for assessment, including specific exercises to measure learning. Students may evaluate, review, explain, and critique their work at various stages.

Developer: Center for Vocational Education
Columbus, OH

• implementation requirements

The introduction to each learning set provides teacher guidelines. The orientation to format of the guide should be sufficient to explain teacher use of materials. Time limits for activities may be set by individual teacher. Activities are adaptable to varied classroom settings; some optional activities involve students in community locations. Usable as complete unit of study or to supplement other learning activities.

• services available

Consulting services are available from CVE; contact Lucy Thrane.

• descriptors

Career Education

• target audience

Grade 7 teachers, career counselors, trainers of teachers.

• materials/costs

Reusable guide (1/teacher) costs $7.

• assurances/claims

The teacher guide was developed from products field tested in various geographical areas, with students from varied economic backgrounds. Revised after field testing with students, teachers, and professional staffs, including review for sex and racial bias.

• contact

CVE Publications
Center for Vocational Education
Ohio State University
1960 Kenny Rd.
Columbus, OH 43210
(614) 486-3655

(COMPILED: JUNE, 1977)

PRODUCT: ANALYZING CHILDREN'S BOOKS FROM A CHICANO PERSPECTIVE (Part of the Flexible Learning System)

• description

A unit to prepare teachers of Chicano children ages 4-8 to foster the self- and community-concept of the Chicano child.

This unit helps to prepare the teacher of Chicano children ages 4-8 to analyze and evaluate the texts of children's literature in a way that enables him/her to recognize the cultural dimensions of the texts, and to select them for classroom use in a manner that will "minimize derogatory stereotypes" and "support, maintain, and develop the young Chicano's self-concept."

The unit assumes, on the basis of research, that one result will be that teachers of young Chicanos will expand their knowledge of the Chicano experience. Thus, they will become more able to select reading material for young Chicanos that will expand the children's interest in reading as an activity.

The guide is printed in 2 sections; it contains an explanation of guidelines, presentation of examples, question-and-answer series, and an ongoing evaluation process in which teachers compare their responses concerning specific examples with the unit's suggested responses. Sections of the unit examine such areas of Chicano-oriented texts as: generalizations and simplifications, demeaning statements, ethnic stereotypes, inappropriate language, factual error, and misleading information. The two levels, the dominant sections, of this guide are sequential and cumulative. Within each level, the guide is cumulative but not necessarily sequential. Since the guide is structured on the basis of learner activity and involvement and since the authors provide series of questions with their own suggested answers for comparison with those of the learner, there is a self-test progression throughout the guide.

Developer: Far West Laboratory for Educational Research and Development
San Francisco, CA

• implementation requirements

Time requirements are 6-8 weeks of instruction for teachers, or 8-10 hours, a 2-day training workshop is suggested for trainers.

• services available

Consultation and training available at cost; contact Oscar Uribe, Jr., or Masako Tanaka, Far West Laboratory, (415) 565-3000.

• descriptors

Teacher Education
Bilingual Education

• target audience

Primary teachers (preschool - 3); teaching assistants.

• materials/costs

Consumable learner's guide (1/learner), $4.95. Also available in ERIC (ED-129-458).

• assurances/claims

Significant gains were found between pre- and post-test scores of trainees participating in the main field test.

No harmful effects or social unfairness has been noted.

• contact

Far West Laboratory
for Educational Research and Development
1855 Folsom St.
San Francisco, CA 94103
(415) 565-3000
Contact: Order Department

(COMPILED, JUNE, 1977)

PRODUCT: ENRICHING LITERATURE EXPERIENCES FOR YOUNG CHILDREN (Part of the Flexible Learning System)

• description

A unit to guide teachers in teaching literature creatively to children from ages 4-8.

The purpose of this learning unit is to facilitate a method of approaching, learning, and teaching children's literature in a creative manner and as a creative force. The ultimate aim is to expand children's imaginative and vicarious experiences in learning so that they develop positive self-concepts and are enriched by the pleasures and understandings made available in the world of literature.

This unit operates on the expressed theory that there is no single "right way" to teach children's literature; whatever method is used should engender maximum growth and creative expression in each individual student. It then sets up representative guidelines for understanding one particular way in which these expressed goals may be attained, stating that the unit is not to be taken as strict policy, but that it is merely an exemplary model on the basis of which teachers may evolve their own specific approaches. The unit recommends that teachers take into account such variables as: who the teachers are and what their backgrounds are; who the pupils are and what their specific backgrounds are.

After an overview, the unit uses a teacher's own experiences with, and own attitudes toward, children's literature. The volume proceeds with methods for: selecting and evaluating children's literature for classroom use; planning classroom reading sessions; encouraging active participation by children in reading and thinking about and responding to literature; and evaluating and applying what teachers have learned to their own experiences.

Specific activities provide frequent opportunity for self-evaluations. Since this unit is designed for use in a group with an instructor, learner evaluation is an ongoing part of the instructor's activities.

Developer: Far West Laboratory for Educational Research and Development
San Francisco, CA

• implementation requirements

The time required is 8-10 weeks, or 24-30 hours, allotted in sequential and cumulative fashion. A 2-day training workshop is required of trainers.

• services available

Demonstration sites may be visited. Consultation or training available at cost; contact JoEllyn Taylor or Masako Tanaka, Far West Laboratory, (415) 565-3000.

• descriptors

Teacher Education

• target audience

Primary teachers (preschool - grade 3); teaching assistants.

• materials/costs

Consumable learner guide (1/learner), $6.95. Also available in ERIC (ED-129-469).

• assurances/claims

Field testing of this unit was conducted in San Diego, CA and Honlulu, HI. A field research study investigated the effects of training on teacher performance in the classroom. Paper-and-pencil and observation instruments were used as indexes of teacher competence.

No harmful effects or social unfairness have been noted.

• contact

Far West Laboratory
for Educational Research and Development
1855 Folsom St.
San Francisco, CA 94103
(415) 565-3000
Contact: Order Department

(COMPILED, JUNE, 1977)

PRODUCT: MINICOURSE 1: EFFECTIVE QUESTIONING--ELEMENTARY LEVEL

• description

A microteaching program to train teachers to ask more effective questions in class discussions.

In Effective Questioning teachers watch films demonstrating specific teaching skills, practice using a skill by microteaching (teaching a short lesson to a small number of students), and videotape their performance so they can evaluate themselves afterwards. By repeating this sequence for a number of skills, teachers improve their teaching ability. The immediate videotape feedback provides strong reinforcement for skills teachers wish to cultivate.

This minicourse develops ability to ask questions in class discussions. The teacher learns ways to reduce the amount of teacher talk in class, to encourage indepth student responses to questions, and to avoid certain teacher behaviors that interfere with class discussion. To work on a specific skill, the participant follows this instructional sequence: read an appropriate section from teacher's handbook, view instructional film, plan a microlesson (5-15 minutes), microteach the lesson (while videotaping it), view videotape to evaluate use of the skill, replan the lesson, reteach and retape it, and reevaluate the performance. The teacher uses self-evaluation forms to judge skill performance at each stage.

Minicourse 1, an autoinstructional package, consists of 11 reels of film of instructional and model lessons. The teacher's handbook contains instructional material and self-evaluation forms. Teachers evaluate their own performance; there are no provisions for evaluation by others. Skills and concepts are sequenced according to increasing difficulty.

There are 8 lessons which develop teacher skill in calling on nonvolunteers, using higher cognitive rather than fact questions, using redirection, asking questions that call for longer pupil responses, prompting, and avoiding the repetition of pupil answers or repeating of questions.

Developer: Far West Laboratory for Educational Research and Development
San Francisco, CA

• implementation requirements

Three hours of class time/week for 5 weeks, plus equal amount of preparation time after school, required. Coordinator arranges facilities to show 16mm instructional/model films. A room with videotape equipment and seating for teacher and 5 students needed for microteaching. A staff member must relieve each teacher scheduled to microteach.

Coordinator recruits teachers, introduces course and methods, sets up schedule, and maintains videotape equipment.

• services available

Preview sets available from Macmillan field representatives. Consulting help on installation and training is available from Far West Laboratory at cost; contact Marilyn Madsen, (415) 565-3000.

• descriptors

Teacher Education

• target audience

Teachers in upper elementary grades.

• materials/costs

Reusable instructional/model films (1 set), $1,600; consumable teacher's handbook (1/teacher), $2; reusable coordinator's handbook (1/district), $4.

Instructional films may also be rented for 6 weeks for $210. (Each teacher needs a reusable videotape, on loan.)

• assurances/claims

Before the course, teachers talked in class discussions about 52% of the time; after learning to encourage more student participation, they talked only 28% of the time. Before only 37% of questions asked for higher cognitive responses (e.g., formulating hypotheses); after the course, 52% called for such responses. Student responses to teacher questions actually doubled.

No harmful effects or social unfairness have been noted.

• contact

The Macmillan Company
Front and Brown Sts.
Riverside, NJ 08075
(609) 461-6500
Contact: Order Department

(COMPILED, JUNE, 1977)

PRODUCT: MINICOURSE 2: DEVELOPING CHILDREN'S ORAL LANGUAGE

• description

A multimedia program to train teachers of grades K-3 to help students speak and think with more precision and flexibility.

This multimedia product (Minicourse 2) trains teachers to help pupils (K-3) speak and think with more precision and flexibility. The Minicourse format (color films, handbooks, videotape feedback from microteaching) allows teachers and tutors (K-3) to "learn by doing." Instead of telling teachers what to do, the Minicourse shows them what to do and, through microteaching, lets them practice what they are learning and then observe and evaluate themselves.

In each instructional sequence the trainee: 1) reads a section of the teacher handbook; 2) views an instructional film and a model lesson film; 3) plans a 10-15 minute microteach lesson to be used with 4-5 pupils; 4) microteaches while videotaping; and 5) views the tape playback to evaluate the performance. (No colleague or supervisor need see the tape; it can be erased after use). Then the trainee replans the same lesson, reteaches and retapes it with different pupils, and reevaluates the effort. Course skills include: expanding the complexity, flexibility, and precision of language and thought; modeling new language patterns; eliciting children's use of new language; and providing specific praise for use of precise language.

Developer: Far West Laboratory for Educational Research and Development
San Francisco, CA

• descriptors

Teacher Education

• target audience

Teachers and tutors (K-3).

• materials/costs

Instructional films may be rented from Macmillan for 6 weeks for $210. Purchase price for 6 instructional/model films: $1,400. Consumable teacher handbook: $3/teacher. Coordinator handbook: $22. Plus district cost for videotapes (for loan to each teacher) that can be recorded, erased, and rerecorded about 400 times; available from commercial dealers.

• implementation requirements

A coordinator (following guidelines in coordinator manual) arranges facilities to show instructional/model films (16mm, color) to volunteer teachers. A small room equipped with videotape equipment and seating for teacher and 4-5 pupils must be set up. Coordinator schedules participating teachers' use of microteach room and arranges to relieve teachers (1 at a time) of classroom duties during 1-hour microteach practice. Each teacher spends 4 hours/week, for 5 weeks (distributed over 2 days/week preparation; 2 days for microteaching). Each teacher needs a reusable blank videotape during training.

• services available

Macmillan permits preview of part of package (introductory film, printed materials). Far West Laboratory can provide consulting help at prices to be negotiated. Contact Marilyn Madsen (415) 565-3000.

• assurances/claims

Of teachers who participated in the operational field test, 81% felt this Minicourse was better than other inservice training they'd taken; 88% felt it was better than their preservice training. Data collected from the main field test showed the course effective in training teachers in target skills. Kindergarten teachers (42) who participated in both series reported no detrimental effects from any course materials.

No harmful effects or social unfairness have been noted.

• contact

The Macmillan Company
Front and Brown Sts.
Riverside, NJ 08075
(609) 461-6500
Contact: Order Department

(COMPILED, JUNE, 1977)

PRODUCT: MINICOURSE 9: HIGHER COGNITIVE QUESTIONING

• description

A training course preparing teachers to help students (grades 4-8) to think carefully and logically.

This short teacher-training course uses the microteach technique to improve specific teaching skills. The method gets teachers actively involved while they learn and lets them learn "by practicing new skills, rather than hearing or reading about them."

The purpose of Minicourse 9 is to train teachers (grades 4-8) to make greater use of higher cognitive questions. By asking students to support their generalizations, to make predictions, and to give opinions, teachers help children develop abilities to think carefully and logically about a subject. Past studies show that as many as 60% of teachers' questions require students to recall simple facts, that about 20% require students to "think," and that the remaining 20% are procedural. Minicourse 9 helps teachers reverse this trend and get students engaged in more complex thinking.

To acquire proficiency in asking analysis, synthesis, and evaluation questions, teachers follow this instructional pattern: read appropriate section in teacher's handbook outlining skills to practice, view instructional film showing how these questions can be used in classes and view a model lesson film showing correct use of skills, plan a 10-15 minute lesson using these skills, microteach lesson, view videotape to evaluate performance, prepare new lesson plan, reteach and retape it, and re-evaluate final performance. Transcripts of model lessons, printed in the handbook, give teachers many useful examples of higher cognitive questions. Follow-up activities are suggested for future practice.

Units are sequenced according to increasing difficulty. Course materials consist of teacher's and coordinator's handbooks and six reels of 16 mm. color film. Learning exercises with answers provided for each handbook chapter. Self-evaluation forms also provided.

Developer: Far West Laboratory for Educational Research and Development
San Francisco, CA

• implementation requirements

Fifteen days, an hour/day. Optional follow-up activities are provided. District should provide 20-minute blank videotapes for use by each teacher for microteaching and evaluation. Tapes can be reused. Audiotape feedback can be used instead. Research comparisons of videotape audiotape feedback suggest that Minicourse 9 can be with audiotape without lessening its effectiveness.

The coordinator recruits teachers, introduces course and methods to teachers, sets up course schedule, and maintains videotape equipment.

• services available

Consulting help for coordinator training and installation is available at cost; contact Marilyn Madsen, Far West Laboratory at (415) 565-3000. Preview materials may be requested from Macmillan field representatives.

• descriptors

Teacher Education

• target audience

Teachers in middle grades.

• materials/costs

Reusable instructional/model films (1 set/district), $1,200; consumable teacher's handbook (1/teacher), $4; reusable coordinator's handbook (1/district), $4.

Each teacher needs a roll of reusable blank videotape, on loan, for 6 weeks. Films may also be rented for 6 weeks for $200.

• assurances/claims

Field testing with 80 teachers from 2 California school districts demonstrated that Minicourse 9 increased percentage of teachers' higher cognitive questions and that student response measures increased favorably.

More than 100 teachers in 27 schools from 10 districts participated in the operational field test which established replicability and transportability.

No harmful effects or social unfairness have been noted.

• contact

The Macmillan Company
Front and Brown Sts.
Riverside, NJ 08075
(609) 461-6500
Contact: Order Department

(COMPILED, JUNE, 1977)

82

PRODUCT: MINICOURSE 18: TEACHING READING AS DECODING

• description

A self-instructional training sequence for teachers of beginning readers in grades K-3.

The Minicourse format allows teachers to "learn by doing," instead of being told what to do. The Minicourse shows what to do and, through microteaching, provides teachers opportunities for practicing what they are learning, for observation, and for self-evaluation.

Decoding is defined in Minicourse 18 as "translating written symbols into the speech sounds (the learner) already knows." Approximately 50 selected teaching strategies in 5 levels of skills of increasing complexity, all considered necessary to decoding, are justified, explained, demonstrated, and practiced through this coordinated, self-contained course. Skills selected are those considered critical to the decoding process, as determined by research and by linguists. The 5 instructional sequences teach procedures for helping children to recognize graphemes (letters); make grapheme/phoneme (sound) correspondences in consonant letters; make grapheme/phoneme correspondences in larger spelling units, including similar and contrasting words using "problem-solving techniques," that is, attacking new words with any or all decoding skills learned. Two interesting features are descriptions of ways to respond to errors that pupils make, and filmed segments of "negative behaviors" that teachers should avoid, each followed by the corresponding correct technique.

Teachers practice (microteach) procedures with a small group from their own classes or another class needing instruction. Diagnostic tests provided for determining pupil skill level. Forms for planning and evaluating microteach segments included in teacher handbook. First teachers read the appropriate handbook chapter; view demonstration lessons and plan the first 10-15-minute microteach; then microteach, view, and evaluate the taped segment, and plan the second microteach ; next microteach, evaluate, and plan third practice segment; then microteach and evaluate and, if necessary, plan follow-up lesson.

Developer: Far West Laboratory for Educational Research and Development
San Francisco, CA

• implementation requirements

A coordinator arranges for facilities to show instructional/model films to participating teachers. A room equipped with videotaping equipment and seating for teacher and 4-5 pupils should be available for microteaching. Coordinator recruits teachers, introduces the course and methods, sets up course schedule, and maintains videotape equipment. Coordinator schedules participating teachers' use of microteaching room and arranges to relieve the teacher from regular classroom duties during microteaching.

• services available

Consulting help for implementation may be arranged at cost. Contact Marilyn Madsen, Far West Laboratory, (415) 565-3000. Preview materials may be requested from Macmillan field representatives.

• descriptors

Teacher Education

• target audience

Teachers beginning reading, grades K-3. Teachers of remedial reading, up to grade 6.

• materials/costs

Instructional/model films (1 set), $1,200, reusable; teacher's handbook (1/teacher), $4, consumable; coordinator's handbook (1/coordinator), $4, reusable; teacher's resource kit (1 set), $35, reusable; 20-minute videotapes (1/teacher) from local supplier, reusable. Films may be rented for $210 for 6 weeks.

• assurances/claims

Minicourse 18 was field tested in suburban and inner-city schools with 56 teachers. The course was proven effective for both. Main field test data suggest the course was effective in changing teacher behavior. Teacher behavior changed in course-approved directions in 24 out of 29 of the behaviors explicitly taught in the course. Independent use of the course without direct developer assistance occurred in Montgomery County, MD, Chicago, IL, and Washington, DC, proving replicability and transportability.

• contact

The Macmillan Company
Front and Brown Sts.
Riverside, NJ 08075
(609) 461-6500
Contact: Order Department

PRODUCT: SELECTING CHILDREN'S BOOKS WITH A BLACK PERSPECTIVE (Part of the Flexible Learning System)

• description

A unit to prepare teachers of Black children, K-4, to choose books appropriate to the Black experience.

This activity-oriented learner's unit is designed for use by teachers and teaching assistants of children from preschool through 3rd grade. The unit's particular emphasis, is to help such teachers learn to analyze books as a means of choosing appropriate materials about the black experience for preschool and early primary children.

The philosophy behind this unit is that most children's literature used in the early grades does not accurately reflect the black experience in America. The unit holds that the forced exposure of Black children to literature that is inadequate and incorrect in terms of their culture encourages a dislike of themselves and a disinterest in, or a dislike for, the formal education process. Finally, the unit suggests that by educating teachers to an understanding of this situation and instructing them in literary analysis with these problems in mind, teachers will themselves understand the importance of judging and selecting books for young children that do include an accurate representation of the black experience.

The unit is constructed in 3 lessons. The first focuses on illustrations in children's books. The second provides background for analyzing the verbal parts of children's books using a black perspective. The third focuses on analyzing the historical accuracy of both the verbal and the pictorial content of children's books. All 3 lessons include evaluation forms and instructions, articles, or class projects relating to the material covered.

Developer: Far West Laboratory for Educational Research and Development
San Francisco, CA

• implementation requirements

Approximately 42 hours are required for cumulative and sequential activities. A number of specific paperback titles must be available for examination by learners.

• services available

Consultation and training available at cost from Far West Laboratory; contact Francione Lewis or Masako Tanaka (415) 565-3000. Unit also available at cost from Far West Laboratory.

• descriptors

Teacher Education

• target audience

Teachers in grades K-4; teaching assistants.

• materials/costs

Consumable learner's guide (1/learner), $7.95. Also available in ERIC (ED-129-457).

• assurances/claims

Due to small sample size (n=11), no analysis was made of trainee field test scores.

No harmful effects or social unfairness have been noted.

• contact

Far West Laboratory for Educational Research and Development
1855 Folsom St.
San Francisco, CA 94103
(415) 565-3000
Contact: Order Department

(COMPILED, JUNE, 1977)

PRODUCT: TEACHING CHILDREN TO INTEGRATE LANGUAGE EXPERIENCE (Part of the Flexible Learning System)

• description

A unit for teachers of grades preK-3 to create a responsive language program for and with the children.

This learning unit enables teachers of young children to create a responsive language program for and with their pupils. The unit defines a responsive program as one in which the teacher makes use of children's own experiences in order to help them hear and understand what they are saying themselves, before burdening them with concepts beyond their grasp. It encourages teachers to make use of children's sensual experiences, backgrounds, lifestyles, games and languages. An important facet of the unit's philosophy is that teaching language in an integrated fashion means bridging the gap between what is already familiar and what is still unfamiliar to children.

The unit is structured in 4 parts. The first part pertains specifically to listening and teaches the learner to help young children relate to the language they themselves already create and speak. The second section, which presupposes familiarity with the first, concentrates on actually teaching language skills in an integrated fashion, utilizing fantasy, movement, and art with pre-reading, reading, writing, and oral language. The third section focuses on memory of past experience, whereas the fourth uses the process of integration of an experience. Each section contains activities for the learner to perform both in and out of the classroom.

Developer: Far West Laboratory for Educational Research and Development
San Francisco, CA

• descriptors

Teacher Education

• target audience

Teachers (preschool - grade 3), teaching assistants.

• materials/costs

Consumable learner's guide (1/adult learner), $7.95. Also available in ERIC (ED-129-460).

• assurances/claims

Significant gains were found between pre- and posttest scores of trainees participating in the main field test.

Children showed gains in both self-concept and reading.

No harmful effects of social unfairness have been noted.

• implementation requirements

Training requires 8 weeks, or 16 hours of instruction, plus a 2-day training workshop for trainers. The 4 sections, whose activities are sequential and cumulative, may be taught by an instructor separately or in sequence. Beginning and advanced levels of performance are suggested for all activities.

• services available

Consulting help is available at cost; contact Margot Biestman or Masako Tanaka, (415) 565-3000. Experienced trainers may be available at selected sites. Learning Unit available at cost from Far West Laboratory for Educational Research and Development.

• contact

Far West Laboratory for Educational Research and Development
1855 Folsom St.
San Francisco, CA 94103
(415) 565-3000
Contact: Order Department

(COMPILED JUNE 1977)

PRODUCT: BLACK DIALECTS AND READING

• description

A book for teachers of Black children to improve the effectiveness of language and reading instruction.

This book offers direction for the teacher who wants to know what can be done to improve the effectiveness of language and reading instruction. Part 1 focuses on the issues in teaching Black children to read and provides the teacher with an orientation to some of the specific problems in the field, such as the question of the existence and the nature of Black dialects, whether Black English speakers should be taught standard English, and what teachers need to know to be effective in the classroom which includes dialect speakers. Diagnostic tools are described in Part 2 so that the teacher can identify the language base on which to build individual programs. Articles in Part 3 suggest classroom strategies for teaching oral standard English to nonstandard speakers. Part 4 provides materials which guide teachers in assisting dialect speakers in their special problems with correspondence between spoken forms and written symbols in beginning reading. Part 5 contains the edited transcripts of the proceedings from a conference, which provide a framework for understanding the questions that the English of Blacks raises in the teaching of reading. Two special resources for teachers, including an annotated bibliography of materials on language, dialects, and reading, comprise Part 6.

Developers: National Council of Teachers of English
Urbana, IL

ERIC Clearinghouse on Reading and Communication Skills
Urbana, IL

• descriptors

Nonstandard Dialects

• target audience

Teachers, especially those teaching Black children; college professors; and curriculum coordinators.

• materials/costs

Single copies $3.75 for NCTE members; $3.95 for nonmembers Order Catalog No. 00572. Available also through ERIC (ED-086-949).

• assurances/claims

No information provided.

• implementation requirements

Suitable for teachers in any classroom setting.

• services available

This book is a self-contained resource; no additional training is needed.

• contact

National Council of Teachers of English
1111 Kenyon Rd.
Urbana, IL 61801
(217) 328-3870
Contact: Order Department

(COMPILED JUNE 1977)

PRODUCT: FINDINGS OF RESEARCH IN MISCUE ANALYSIS: CLASSROOM IMPLICATIONS

• description

New insights into reading processes.

This book offers classroom teachers and those interested in further research fresh information that should change the shape of reading instruction in the future. This collection of articles, edited by the late P. David Allen, University of Missouri, Kansas City, and Dorothy J. Watson, University of Houston, Victoria Campus, reports in informal language the findings of a group of scholars headed by Kenneth S. Goodman and carried out, for the most part, at Wayne State University. Using a complex evaluation instrument, the Goodman Taxonomy of Reading Miscues, the researchers have analyzed the quality of variations that occur when students read aloud from printed texts.

Reading emerges as a process of picking up cues from the language, predicting meaning, and verifying predictions or, if necessary, correcting them. The reader uses language competencies developed in preschool years to get information not only from the letters and individual words on the page, but from the syntax, the semantic content of the text, and previous personal experience. The researchers learned that to extract meaning, proficient readers only use as much perceptual input as they need.

In the face of such findings, cherished "commonsense" beliefs on which much current reading instruction is based prove to be simplistic, actually inhibiting the reader's search for meaning. It is possible for children to pronounce each word on a page and still miss the meaning, because "sounding out" is the only strategy they have been taught. It is also possible for young readers to be stopped in their tracks by the sight of an unfamiliar word, because teachers have never encouraged them to plunge ahead and look for its meaning in the context.

In addition to recommending changes in classroom practices by all teachers involved with reading, the authors report miscue research findings with significance for teaching reading to dialect speakers and learning disabilities classes. They also offer ideas for designing and evaluating standardized reading tests, and for creating new measures of readability of classroom materials.

Developer: National Council of Teachers of English
Urbana, IL

• implementation requirements

Suitable for classroom teachers and researchers.

• services available

This book is a self-contained resource; no additional training is needed.

• descriptors

Miscue Analysis
Reading Diagnosis
Reading Comprehension

• target audience

Classroom teachers, researchers.

• materials/costs

Single copies $6.75 for NCTE members; $6.95 for nonmembers. Order Catalog No. 17333. Also available through ERIC (ED-128-762).

• assurances/claims

No information provided.

• contact

National Council of Teachers of English
1111 Kenyon Rd.
Urbana, IL 61801
(217) 328-3870
Contact: Order Department

(COMPILED, JUNE, 1977)

PRODUCT: STRUCTURING READING ACTIVITIES FOR ENGLISH CLASSES

• description

Ideas for upgrading students' reading skills.

The latest booklet in the Theory and Research into Practice Series aids secondary school teachers who must help students of varied abilities to get the most from reading assignments and improve their reading skills. In Structuring Reading Activities for English Classes, Michael F. Graves, Rebecca J. Palmer, and David W. Furniss of the University of Minnesota map out strategies for motivating students to read an assigned text, for focusing their attention while reading, and for helping them think coherently about what they have read.

The authors base suggested activities on the work of reading theorists whose research has shown that children must experience success in order to learn effectively, that their few necessary errors should elicit useful feedback, and that "the ultimate goal of schooling is to produce independent learners...independent readers." Their strategies recognize the premise that to grow, "both good and poor readers should deal with some selections with which they will need no help and others with which they need a good deal of help."

The authors examples of prereading activities range from glossary-making as a preparation for Shakespeare to carefully structured questions, to alert students to the overall tone of a difficult poem: "J. Alfred Prufrock is not satisfied with his life. How would you feel if your life was as J. Alfred described it?"

Inserting questions into selections to sharpen attention--even rewriting passages--can help readers with varied degrees of skill to deal with texts. Among postreading ideas are taxonomies for devising a range of questions about a work and ideas for using discussion, writing, and drama.

Developer: National Council of Teachers of English
Urbana, IL

• implementation requirements

Suitable for teachers in any secondary classroom setting.

• services available

This book is a self-contained resource; no additional training is needed.

• descriptors

Reading Development
Directed Reading Activity
English Curriculum

• target audience

Secondary school teachers.

• materials/costs

Single copies $1.40 for NCTE members; $1.50 for nonmembers. Order Catalog No. 47704. Also available in ERIC (ED-128-784).

• assurances/claims

No information provided.

• contact

National Council of Teachers of English
1111 Kenyon Rd.
Urbana, IL 61801
(217) 328-3870
Contact: Order Department

(COMPILED, JUNE, 1977)

PRODUCT: COORDINATED HELPS IN LANGUAGE DEVELOPMENT (CHILD)

• description

A teacher's guide to activities that encourage oral expression in kindergarten children.

CHILD is a teacher's guide that contains 78 activities to improve oral language ability in kindergarten children through (1) hearing and imitating language sounds, (2) extended meaning and language patterns, (3) expressing feelings and abstract reasoning, and (4) conveying imagination. The guide provides activity objectives, material and procedural suggestions, and a recordkeeping system. The teacher uses a questioning strategy to organize learning situations where children can imitate sounds, use new words, make comparisons, use synonyms, express their feelings, and expand their language patterns. Activities are arranged in categories according to instructional goals.

Developer: Northwest Regional Educational Laboratory
Portland, OR

• descriptors

Oral Language Usage

• target audience

Kindergarten teachers.

• materials/costs

Consumable teacher's guide, $5.50.

• assurances/claims

The developer reviewed the materials and judged them socially fair and psychologically harmless. In a field test, children who had used the materials were more capable of oral expression activities than children who had not used the materials.

• implementation requirements

No teacher training is required. Materials can be used in/out of sequence, independent of other language programs. Lesson plans and assessment checklists are included for each activity. Developer recommends daily use for 20 minutes, with additional incidental practice.

• services available

Guide is self-contained; it includes bibliography and suggested types of materials for activities.

• contact

Commercial-Educational Distributing Services
P. O. Box 3711
Portland, OR 97208
(503) 236-0663
Contact: Bill Dorsch

(COMPILED, JUNE, 1977)

PRODUCT: SWCEL-P TEST OF ORAL LANGUAGE PROFICIENCY

• description

A test measuring English language proficiency of children and adults.

The SWCEL-P Test of Oral Language Proficiency is designed to evaluate English-language oral proficiency of pupils from limited English or non-English backgrounds. It measures ability to produce correct verbal responses to a series of stimuli administered in an assessment by a SWCEL-P-trained tester. The test consists of vocabulary (correct identification of selected items), pronunciation (ability to pronounce certain sounds contained within names of vocabulary items, without which ability the pupil cannot be deemed a competent speaker of English), and grammatical structure (where answers must be grammatically and contextually correct). Accepted responses throughout the test range from single words to complete sentences; major emphasis is placed on syntactical items.

Ideally, the test is given twice during the school year, so that a comparison of pre- and posttest scores can provide a quantitative gain score. This not only provides an indication of progress in development of English proficiency for the school year, but is also a means of evaluating the success of a district's language program for that year.

Test scores may range from 0 to 226 points. It is generally recommended that a pupil who receives fewer than 150 points as a total score should receive instruction in English oral language development.

Developer: Southwestern Cooperative Educational Laboratory Publishers
Albuquerque, NM

• implementation requirements

Test personnel undergo 2 weeks of intensive training in a SWCEL-P institute, during which they not only become thoroughly familiar with intricacies of the OLP test, but also achieve an interrater (scoring) reliability to the 95% level. (This level of reliability is maintained through brief refresher courses at the beginning of each testing season.) Tester-scorers are qualified both to administer and to score the test in the field. Approximately 15-20 minutes long, the test is conducted on a 1-to-1 basis. A variety of props are used to elicit verbal responses from pupils.

• services available

SWCEL-P holds 2-week training institutes in Albuquerque throughout the year. Site training is also offered (minimum 5 trainees). Scoring and computer processing services are provided.

• descriptors

English
Language Proficiency
Measurement

• target audience

For use with children and adults to test minimum basic language proficiency.

• materials/costs

Optional implementation plans may be negotiated; contact SWCEL-P. Basic costs include: 1,000 padded score sheets, $12.50; tester training, $250; computer processing charge, $2/student/test.

• assurances/claims

The SWCEL-P Test of Oral Language Proficiency has been statistically validated on over 55,000 students in the south and southwest and found highly reliable. Contact developer for more complete information concerning history, derivation, and statistical background of present test form.

• contact

Southwestern Cooperative
Educational Laboratory
Publishers
229 Truma , N.E.
Albuquerque, NM 87108
(505) 268-3348
Contact: John Salazar

(COMPILED: JUNE, 1977)

PRODUCT: PRACTICE-CENTERED TEACHER TRAINING: STANDARD ENGLISH FOR SPEAKERS OF NONSTANDARD DIALECTS

• description

A manual to train teachers of standard English to understand speakers of nonstandard dialects.

This book is a syllabus or manual used in training teachers of standard English to adapt to speakers of nonstandard dialects. It is based on the proposition that important elements of foreign language teaching methodology are applicable to teaching standard English as a second dialect and that this methodology can be taught effectively if applied linguistics and methodology are closely integrated and lead to immediate practical applications.

Part I: Applied linguistics (70 pages) covers phonology, morphology, and syntax of standard English and identifies variations found in nonstandard black English and English reflecting a Spanish influence. Part II: Teaching Procedures (51 pages) covers management of audio lingual activities, presentation of basic materials, oral teaching of structure, teaching of structure through reading, teaching of pronunciation, teaching of sound/letter correspondence (spelling), teaching of reading, using visual aids, and using electronic equipment (language laboratory). Part III: Microlessons (26 pages) provides 14 short lessons covering examples from phonology, morphology, and grammar. Each microlesson specifies learning goals, linguistic basic, and suggested teaching behaviors.

No formal assessment devices are provided. The best test of the effectiveness of this material will be found in the behavior of pupils whose teachers use and apply it.

Developer: Stanford Center for Research and Development in Teaching
Stanford University
Stanford, CA

• descriptors

Nonstandard Dialects
Teacher Training

• target audience

Practicing teachers or teachers in training who will teach students whose native speech is Spanish or nonstandard English.

• materials/costs

Manual, $4.60.

• assurances/claims

Portions of the manuscript were field tested with various groups during development. No evidence of negative effects or social bias has appeared during these tests or in subsequent use.

• implementation requirements

Preservice classes or inservice training of teachers. Manual can also provide self-help for teachers not in formal training. Where videotape facilities are available, teachers can use the microlessons to practice microteaching, with or without a master teacher, and to analyze their performance. Suggestions for use of these materials in a language laboratory are provided. In conventional courses, the text can be used in one- or two-semester or quarter courses. Its length makes it suitable also for intensive summer workshops.

• services available

The volume is self-contained; no additional training is needed.

• contact

Rand McNally & Co.
Box 7600
Chicago, IL 60680
(312) 673-9100

(COMPILED, JUNE, 1971)

PRODUCT: SWRL SPEECH ARTICULATION KITS

• description

A kit designed to correct 4 common speech articulation problems found among children in the primary grades.

The SWRL Speech Articulation Kits provide resources for correcting 4 common speech articulation problems: faulty (th) consonant, (w) for (r) substitution, (l) omission, and frontal and lateral lisp. Teachers, aides, and parents can assist speech clinicians in using the kits. The clinician works with the pupil individually first. Then paraprofessionals and parents administer exercises from the kits. Carefully structured procedures enable pupils to produce the desired sounds correctly and consistently, under a variety of natural speech conditions.

Developer: SWRL Educational Research and Development
Los Alamitos, CA

• descriptors

Articulation (Speech)
Handicapped
Parent Participation

• target audience

Primary-grade children with speech articulation problems. Speech clinicians, paraprofessionals, teachers, and parents assist.

• materials/costs

Reusable parts of kit include supervisor's manual, $1.11; articulation modification program (1/5 pupils), $4.74 each; extension program (1/5 pupils), $1.11 each; and assessment booklet, $.96. Consumable articulation scorecards, $2.55, and record cards, $2.25, contain 25 items/package. (Prices are for school purchase.)

• implementation requirements

The speech clinician, responsible for initial screening, assessment, and sound development phase, also supervises the paraprofessionals and parents involved in later practice phases. Pre-, intermediate, and posttests are provided. After initial diagnosis and development of the desired sound, extension and practice exercises (Phases 2 and 3) require about 20 minutes/day for 6 weeks.

• services available

All resources necessary for screening students, for modifying and assessing speech, and for training and supervising paraprofessionals, teachers, and parents are provided in a supervisor's manual for the speech clinician. Consulting services are available. Contact SWRL, Division of Resource Services, for specific information, (213) 598-7661.

• assurances/claims

The kit appears to be free from sexual, racial, cultural, or religious bias/imbalance. Materials and procedures were successfully field tested without help from specialized personnel. Small- and large-scale testing has confirmed effectiveness, practicability, transportability, and replicability of kits. SWRL quality-testing procedures for instructional products provide evidence of prespecified program performance on each outcome.

• contact

American Book Co.
450 West 33rd St.
New York, NY 10001
(212) 594-8660

(COMPILED JUNE 1977)

PRODUCT: LINGUISTICS AND THE LANGUAGE OF DEAF CHILDREN

• description

A text introducing transformational syntax to teachers of deaf children.

This text introduces transformational syntax to teachers of deaf children or those training to be teachers. The book includes an introduction; 7 chapters dealing with various aspects of syntax, each divided into sections of theoretical description and research applications; a final chapter; "Linguistics and the Language of Deaf Children"; appendices on morphology and recent research findings; and a glossary of terms. The text provides the teacher with basic concepts of the relatively new and extremely important field of transformational-generative grammar and relates these concepts to the task of teaching language to deaf students; at the same time, it restricts itself to syntax so that concentration is possible.

The book is based on the premise that the theory of transformational grammar will help students acquire facility in an active, open-ended language system, as contrasted to memorizing a limited number of "frozen" sentence patterns.

Developer: Institute for Child Behavior and Development
University of Illinois at Urbana-Champaign

• descriptors

Teacher Education
Deaf Child

• target audience

Teachers and teacher trainees of deaf persons.

• materials/costs

Text, $7.95.

• assurances/claims

No information provided.

• implementation requirements

The text can be used in introductory transformational grammar courses and/or also as a supplement to a college course in linguistics or on its own for individual study. It was designed for use in inservice and pre-service training programs.

• services available

This self-contained text is designed for use by anyone with a moderate background in linguistics; no additional assistance is needed.

• contact

The Alexander Graham Bell Association for the Deaf, Inc.
1537 35th St., N.W.
Washington, DC 20007
(202) 337-5220
Contact: Ken Lane

(COMPILED JUNE 1977)

Resources in Reading and Language Arts

The following pages list resources collected by the RDx R&D Interpretations Service to alert Catalog users to other information documents that may assist in the search for quality products and programs. The following list is not intended to be exhaustive, but should prove of use to those searching for reading and language arts curriculum materials and programs. Readers knowing of other resources are asked to share this information with the R&D Interpretations Service at CEMREL, Inc. Contact: Naida Bagenstos, CEMREL, Inc., 3120 59th St., St. Louis, MO 63139, (314) 638-3193.

CURRICULUM GUIDES

TITLE: Annotated List of Recommended Elementary and Secondary Curriculum Guides in English, 1969

DATE: 1969

DEVELOPER: William J. Scannell, editor; Educational Resources Information Center (ERIC)/ Clearinghouse on Teaching of English

AVAILABLE: ERIC Document Reproduction Service, P. O. Box 190, Arlington, VA 22210; ED 033 950

COST: $2.06

CONTENT: Programs/projects developed by LEAs; descriptions cover title/edition number, author/editor/developer, publisher/source, date, purpose of item, intended learner, contacts for further information, item content.

FORMAT: Same information presented in varying order; headings identify grade level.

TITLE: English Curriculum Grades K-12 and Criteria for Planning and Evaluation

DATE: 1970

DEVELOPER: William J. Scannell, editor; Educational Resources Information Center (ERIC)/ Clearinghouse on the Teaching of English

AVAILABLE: ERIC Document Reproduction Service, P. O. Box 190, Arlington, VA 22210; ED 044 419

COST: $2.06

CONTENT: Programs/projects developed by LEAs; descriptions cover title/edition number, author/editor/developer, publisher/source, date, purpose of item, intended learner, contacts for further information, item content.

FORMAT: Same information presented in varying order; quarter page per item; headings identify grade level.

TITLE: EPIE Product "In-Depth" Report #64, Analysis of Basic and Supplementary Reading Materials

DATE: 1974

DEVELOPER: EPIE Institute

AVAILABLE: Circulation Manager, EPIE Institute, 475 Riverside Dr., New York, NY 10027

COST: $20.00

CONTENT: Textbooks/print materials, nonprint materials developed by commercial publishers; descriptions cover title/edition number, author/editor/developer, publisher/source, date, purpose of item, item components, intended learner, contacts for further information.

FORMAT: Set of categories with a parallel format; one page per item; headings identify program/project type; index used to locate and compare items.

CURRICULUM GUIDES (Con't)

TITLE: Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation

DATE: 1972

DEVELOPER: Sister Rosemary Winkeljohann, editor; Educational Resources Information Center (ERIC)/Clearinghouse on Reading and Communication Skills

AVAILABLE: ERIC Document Reproduction Service, P. O. Box 190, Arlington, VA 22210; ED 067 630

COST: $2.06

CONTENT: Curriculum guides developed by SEAs and LEAs; descriptions cover title/edition number, author/editor/developer, publisher/source, date, item content, ERIC number, grade level, cost information, critique of accuracy of content.

FORMAT: Parallel format; half page per item; headings refer to year of submission for review; no procedures used to locate and compare items.

TITLE: Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation

DATE: 1972

DEVELOPER: Sister Rosemary Winkeljohann, editor; Educational Resources Information Center (ERIC)/Clearinghouse on Reading and Communication Skills

AVAILABLE: ERIC Document Reproduction Service, P. O. Box 190, Arlington, VA 22210; ED 067 630

COST: $2.06

CONTENT: Programs/projects developed by LEAs; descriptions cover title/edition number, author/editor/developer, publisher/source, date, purpose of item, intended learner, contacts for further information, cost information.

FORMAT: Parallel format; quarter page per item; headings identify grade levels used to locate and compare items.

TITLE: Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation, 1973

DATE: 1973

DEVELOPER: Sister Rosemary Winkeljohann, editor; Educational Resources Information Center (ERIC)/Clearinghouse on Reading and Communication Skills

AVAILABLE: ERIC Document Reproduction Service, P. O. Box 190, Arlington, VA 22210; ED 082 217

COST: $2.06

CONTENT: Programs/projects developed by LEAs; descriptions cover title/edition number, author/editor/developer, publisher/source, date, purpose of item, intended learner, contacts for further information, cost information.

FORMAT: Parallel format; quarter page per item; headings identify grade level.

CURRICULUM GUIDES (Con't)

TITLE: Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation, 1974

DATE: 1974

DEVELOPER: Sister Rosemary Winkeljohann, editor; Educational Resources Information Center (ERIC)/Clearinghouse on Reading and Communication Skills

AVAILABLE: ERIC Document Reproduction Service, P. O. Box 190, Arlington, VA 22210; ED 096 692

COST: $2.06

CONTENT: Programs/projects developed by LEAs and other organizations; descriptions cover title/edition number, author/editor/developer, publisher/source, date, purpose of item, intended learner, item components, cost information.

FORMAT: Same information presented in varying order; quarter page per item; no procedures used to locate and compare items.

DOCUMENTS/MATERIALS

TITLE: Resource Guide Competency Based Education

DATE: 1977

DEVELOPER: San Mateo County Office of Education, Educational Resources Center

AVAILABLE: San Mateo Educational Resources Center (SMERC), San Mateo County Office of Education, 333 Main St., Redwood City, CA 94063

COST: $3.50

CONTENT: Documents and materials developed by variety of organizations; descriptions cover ERIC number, title, author, date, page count, short abstract.

FORMAT: Parallel format; brief narrative; headings identify subject matter; no procedures used to locate and compare items.

PROGRAMS/PRODUCTS/PRACTICES

TITLE: An Evaluation of Instructional Materials: English, Spelling, Handwriting, and Literature Adopted in California

DATE: 1974

DEVELOPER: San Mateo County Office of Education

AVAILABLE: San Mateo Educational Resources Center (SMERC), San Mateo County Office of Education, 333 Main St., Redwood City, CA 94063

COST: $3.50

CONTENT: Adopted state materials developed by commercial publishers; descriptions cover title/edition number, author/editor/developer, publisher/source, date, product scope and sequence, product usableness, purposes of item, intended learner, item content, subject area, availability of student evaluation materials, teacher comments and overall rating scale of 1-19, cost information.

FORMAT: Set of categories; 2-3 page narrative per item; headings identify subject matter divisions, title and author per section; comparison by publisher's grade level, adopter's grade level, type of materials, approach and emphasis.

PROGRAMS/PRODUCTS/PRACTICES (Con't)

TITLE: Childhood Resources Information Bulletin, Volume 1, Number 2, Fall 1969

DATE: 1969

DEVELOPER: Educational Resources Information Center (ERIC)/Clearinghouse on Early Childhood Education

AVAILABLE: ERIC Document Reproduction Service, P. O. Box 190, Arlington, VA 22210; ED 032 948

COST: $3.50

CONTENT: A wide variety of products and practices; descriptions cover title/edition number, author/editor/developer, publisher/source, date, purpose of item, item components, intended learner, contacts for further information, item content.

FORMAT: Same information presented in varying order; half page per item; headings identify program/project type; subject-author.

TITLE: Early Childhood Education: Promising Practices in Rural Education

DATE: 1976

DEVELOPER: Northwest Regional Educational Laboratory

AVAILABLE: Northwest Regional Educational Laboratory, 710 S.W. Second Ave., Portland, OR 97204

COST: $3.50

CONTENT: Techniques/educational practices developed by LEAs; descriptions cover author/editor/developer, publisher/source, date, purpose of item, item components, intended learner, contacts for further information, item content, and summaries of evaluation reports.

FORMAT: Parallel format; 2-3 pages per item; headings identify program/project type.

TITLE: Educational Programs That Work

DATE: 1976

DEVELOPER: Far West Laboratory for Educational Research and Development

AVAILABLE: Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103. Also available from ERIC Document Reproduction Service, P. O. Box 190, Arlington, VA 22210; ED 130 456

COST: $4.95; $11.37 (ERIC)

CONTENT: Products and processes approved by the Joint Dissemination Review Panel; descriptions cover general description, materials used, services available, descriptors, target audience, financial requirements, program evaluation, and contact name.

FORMAT: Parallel format; 1 page per item; headings identify subject matter divisions; index used to locate items.

PROGRAMS/PRODUCTS/PRACTICES (Con't)

TITLE: Educational Programs That Work, 1977 Edition

DATE: 1977

DEVELOPER: The New Jersey State Department of Education

AVAILABLE: The New Jersey State Department of Education Division of School Programs, 225 W. State St., Trenton, NJ 08625

COST: No Charge

CONTENT: New Jersey Title III and IV-C validated products; descriptions cover title, overview, essential elements, goals, evaluation designs, results, costs, dissemination services and materials, and contact person.

FORMAT: Parallel format; 3-7 pages per item; headings identify dissemination status; index used to locate items.

TITLE: Effective Reading Programs: Summaries of 222 Selected Programs

DATE: 1975

DEVELOPER: National Council of Teachers of English

AVAILABLE: National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801; Stock No. 13001

COST: $5.95

CONTENT: Reading programs developed by variety of organizations; descriptions cover program size and target population, year program started, staff requirements, major program features, facilities, materials, equipment, program costs, and contact names.

FORMAT: Parallel format; 1 page per item; headings identify grade level; index used to locate and compare items.

TITLE: 40 Innovative Programs in Early Childhood Education

DATE: 1973

DEVELOPER: Berlie J. Fallon, editor, Fearon Pitman Publishers, Inc.

AVAILABLE: Fearon Pitman Publishers, Inc., 6 Davis Dr., Belmont, CA 94002

COST: $6.75

CONTENT: Programs/projects developed by LEAs; descriptions cover author/editor/developer, date, funding source, purpose of item, item components, intended learner, item content, and evaluation of items if supplied.

FORMAT: Varied format; 3 pages per item; headings identify program/project type.

PROGRAMS/PRODUCTS/PRACTICES (Con't)

TITLE: Preschool Programs for the Disadvantaged: Five Experimental Approaches to Early Childhood Education

DATE: 1972

DEVELOPER: Julian C. Stanley, editor; The Johns Hopkins University Press

AVAILABLE: The Johns Hopkins University Press, Charles and 34th Sts., Baltimore, MD 21218

COST: $10.00

CONTENT: Programs/projects developed in research or university settings; descriptions cover title/edition number, author/editor/developer, item content and evaluation of project effectiveness.

FORMAT: Varied format; average of 38 pages per item; headings refer to index of names; discussions by invited panel about program reports used to locate and compare items.

TITLE: Reading Programs That Work: A National Survey, Third Edition

DATE: 1977

DEVELOPER: The New Jersey State Department of Education

AVAILABLE: The New Jersey State Department of Education, 225 W. State St., Trenton, NJ 08625

COST: No Charge

CONTENT: Reading programs developed by variety of organizations; descriptions cover nature of program; what the program has achieved; how the program works; implementation requirements; current status; and contacts.

FORMAT: Parallel format; 1 page per item; headings identify type of program; index used to locate and compare items.

TITLE: Secondary Reading Programs: Description and Research. ERIC/CRIER Reading Review Series

DATE: 1971

DEVELOPER: Walter R. Hill and Norma G. Bartin; Educational Resources Information Center (ERIC)/Clearinghouse on Retrieval of Information and Evaluation of Reading

AVAILABLE: ERIC Document Reproduction Service, P. O. Box 190, Arlington, VA 22210; ED 055 759

COST: $3.50

CONTENT: Programs/projects developed by various organizations; descriptions cover title/edition number, author/editor/developer, publisher/source, date, purpose of item, intended learner, contacts for further information, item content.

FORMAT: Parallel format; quarter page per item; headings identify program/project type; index used to locate and compare items.

TEXTBOOKS/PRINT/NONPRINT

TITLE: Cartel Annotated Bibliography of Bilingual Bicultural Materials. Cumulative Issue--1974

DATE: 1974

DEVELOPER: Dissemination and Assessment Center for Bilingual Bicultural Education

AVAILABLE: Dissemination and Assessment Center for Bilingual Bicultural Education, 6504 Tracor LN, Austin, TX 78721

COST: $6.50

CONTENT: Textbooks/print materials and nonprint materials developed by variety of organizations; descriptions cover title/edition number, author/editor/developer, publisher/source, date, purpose of item, item content, cost information.

FORMAT: Varied format; quarter page per item; headings identify subject matter divisions; title, titles of materials in series, author, subject, publishers, and distributors.

TITLE: Curriculum Materials for Bilingual and Multicultural Education. An Annotated Bibliography, Volume 1--Spanish Language Arts

DATE: 1976

DEVELOPER: E. Jeanne Lopez Valadez, editor; Bilingual Education Service Center

AVAILABLE: Bilingual Education Service Center, 500 S. Dwyer St., Arlington Heights, IL 60005

COST: $5.00

CONTENT: Textbooks/print materials developed by variety of organizations but mainly commercial publishers; descriptions cover title/edition number, author/editor/developer, publisher/source, date, descriptions of purpose of item, item components, item content, interest level, reading level, and language level specified, social fairness information.

FORMAT: Set of categories with parallel format; quarter page per item; headings identify subject matter divisions.

TITLE: EPIE Report #74, Selector's Guide for Bilingual Education Materials, Volume 1, Spanish Language Arts

DATE: 1976

DEVELOPER: EPIE Institute

AVAILABLE: Circulation Manager, EPIE Institute, 475 Riverside Dr., New York, NY 10027

COST: $20.00

CONTENT: Textbooks/print materials, nonprint materials developed by various organizations; descriptions cover title/edition number, author/editor/developer, publisher/source, date, purpose of item, item components, intended learner, contacts for further information, item content, social fairness information, and summaries of evaluation.

FORMAT: Set of categories with parallel format; 2-3 pages per item; headings identify subject matter divisions, authors, distributors, publishers.

TITLE: EPIE Report #74, Selector's Guide for Bilingual Education Materials, Volume 2, Spanish "Branch" Programs

DATE: 1976

DEVELOPER: EPIE Institute

AVAILABLE: Circulation Manager, EPIE Institute, 475 Riverside Dr., New York, NY 10027

COST: $20.00

CONTENT: Textbooks/print materials, nonprint materials developed by various organizations; descriptions cover title/edition number, author/editor/developer, publisher/source, date, purpose of item, item components, intended learner, contacts for further information, item content, social fairness information, and summaries of evaluation.

FORMAT: Set of categories with parallel format; 2-3 pages per item; headings identify subject matter divisions, author, publisher, distributors.

TITLE: EPIE Report #78, Selector's Guide for Elementary School Language Arts Program

DATE: 1977

DEVELOPER: EPIE Institute

AVAILABLE: Circulation Manager, EPIE Institute, 475 Riverside Dr., New York, NY 10027

COST: $20.00

CONTENT: Textbooks/print materials, nonprint materials developed by various organizations; descriptions cover title/edition number, author/editor/developer, publisher/source, date, purpose of item, item components, intended learner, contacts for further information, item content, social fairness information, and summaries of evaluation.

FORMAT: Set of categories with parallel format; 2-3 pages per item; headings identify subject matter divisions, authors, distributors, publishers; index used to locate and compare items.

TITLE: EPIE Report #80, Inservice Training Materials for Teachers

DATE: 1977

DEVELOPER: EPIE Institute

AVAILABLE: Circulation Manager, EPIE Institute, 475 Riverside Dr., New York, NY 10027

COST: $20.00

CONTENT: Textbooks/print materials, nonprint materials developed by various organizations; descriptions cover title/edition number, author/editor/developer, publisher/source, date, purpose of item, item components, intended learner, contacts for further information, item content, social fairness information, summaries of information, and cost information.

FORMAT: Set of categories with parallel format; 2-3 pages per item; headings identify subject matter divisions, authors, distributors, publishers; index used to locate and compare items.

TITLE: Guide to Materials for Reading Instruction, Supplement 1

DATE: 1969

DEVELOPER: Wayne E. Berridge and Larry A. Harris; Educational Resources Information Center (ERIC)/Clearinghouse on Retrieval of Information and Evaluation of Reading

AVAILABLE: ERIC Document Reproduction Service, P. O. Box 190, Arlington, VA 22210; ED 032 452

COST: $10.30

CONTENT: Textbooks/print materials, nonprint materials developed by various organizations; descriptions cover title/edition number, author/editor/developer, publisher/source, date, purpose of item, item components, intended learner.

FORMAT: Set of categories with parallel format; half page per item; no procedures used to locate and compare items.

TITLE: Guide to Materials for Reading Instruction. 1971 Edition

DATE: 1971

DEVELOPER: Wayne E. Berridge and Mary D. Siedow; Educational Resources Information Center (ERIC)/Clearinghouse on Reading

AVAILABLE: ERIC Document Reproduction Service, P. O. Box 190, Arlington, VA 22210; ED 032 452

COST: $10.30

CONTENT: Textbooks/print materials, nonprint materials developed by various organizations; descriptions cover title/edition number, author/editor/developer, publisher/source, date, purpose of item, item components, intended learner.

FORMAT: Set of categories with parallel format; half page per item; no procedures used to locate and compare items.

TITLE: 1974-75 NCTE Guide to Teaching Materials for English, Grades 7-12

DATE: 1974

DEVELOPER: National Council of Teachers of English

AVAILABLE: National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801; Stock No. 32774

COST: $3.95

CONTENT: Textbooks/print materials developed by commercial publishers; descriptions cover title/edition number, author/editor/developer, publisher/source, date, item components, intended learner, contacts for further information, item content, references to review article, cost information.

FORMAT: Parallel format; quarter page per item; entries grouped by subject matter. Indexed: ability level, author/editor, title.

TEXTBOOKS/PRINT/NONPRINT (Con't)

TITLE: NCTE Guide to Teaching Materials for English, Grades 7-12, 1975-76 Supplement

DATE: 1975

DEVELOPER: National Council of Teachers of English

AVAILABLE: National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801; Stock No. 32774

COST: $2.95

CONTENT: Textbooks/print materials developed by commercial publishers; descriptions cover title/edition number, author/editor/developer, publisher/source, date, item component, intended learner, contacts for further information, item content, references to review article, cost information.

FORMAT: Parallel format; quarter page per item; entries grouped by subject matter. Indexed: ability level, author/editor, title.

APPENDIX

RESEARCH AND DEVELOPMENT EXCHANGE (RDx)

A government-sponsored effort to bring educational R&D results to practitioners and to return their concerns to the researchers and developers

The Research and Development Exchange (RDx) is an emerging federal initiative to encourage closer interaction between the worlds of educational research and school practice. The RDx is operated by a consortium of regional educational laboratories and a university-based research and development center. Activities are being planned and tested during 1977 under sponsorship of the School Practice and Service Division, Dissemination and Resource Group, National Institute of Education DHEW. The goal of the RDx is reflected in its name: to create an exchange of information. Researchers and developers communicate the results of their work to educational practitioners. Simultaneously, the practitioners use the RDx to relay information about their needs to researchers, developers, and policy-makers. Thus the RDx encourages practitioners to influence future R&D programs and policies, while it informs them about available R&D outcomes.

Currently, the Research and Development Exchange consists of four central services and five regional exchanges working through 33 cooperating state departments of education. At the end of the planning phase, November 30, 1977, the RDx may change as current efforts are modified and new activities are initiated. For now, the regional exchanges conduct both dissemination and "feedforward" activities in their respective regions of the country. Dissemination involves providing practitioners with access to information that will allow them to match R&D outcomes to their needs. The goal is to increase the availability and to improve the quality of information about R&D outcomes in areas of critical user need. Feed-forward involves developing techniques to enable practitioners to communicate their needs, concerns, and findings back to the R&D community. While researchers and developers have used feedback techniques to fine-tune products and processes, the intent of feedforward is to help practitioners actually influence the character and responsiveness of future R&D work.

The regional exchanges serve the educational practitioners primarily through intermediate linkages affiliated with the state departments of education. That is, each cooperating state department has one or more contact persons. Schools, then, call on these linkers when in need of human or material resources. The linker, in turn, refers questions or requests as necessary to the regional exchange.

The regional exchanges serve the state departments in several ways. They function as a central depository for information and products, provide referral services, and perform technical assistance. Also, the regional exchanges facilitate the spread of information about locally produced exemplary practices and products within state and regional lines. During 1977, the regional exchanges are concentrating their dissemination-assistance efforts on two priority areas identified by the practitioners across their combined regions: basic skills and competency-based education.

The five regional exchanges and their cooperating states are:

Appalachia Educational Laboratory, Inc.
P. O. Box 1348
Charleston, WV 25325
304/344-8371
Contact: George Love

- Alabama
- Florida
- Kentucky
- Mississippi
- North Carolina
- South Carolina
- Tennessee
- Virginia
- West Virginia

CEMREL, Inc.
3120 59th Street
St. Louis, MO 63139
314/781-2900
Contact: Dane Manis

- Illinois
- Indiana
- Iowa
- Kansas
- Michigan
- Minnesota
- Missouri
- Nebraska
- Ohio
- Wisconsin

Northwest Regional Educational Laboratory
Lindsay Building
701 S.W. Second Avenue
Portland, OR 97204
503/248-6822
Contact: Virginia Thompson

Alaska
Colorado
Idaho
Montana
Oregon
Washington

Research for Better Schools, Inc.
1700 Market Street
Suite 1700
Philadelphia, PA 19103
215/561-4100
Contact: Richard McCann

Delaware
Maryland
Pennsylvania

Southwest Educational Development Laboratory
211 E. Seventh Street
Austin, TX 78701
512/476-6861
Contact: Preston Kronkosky

Arkansas
Louisiana
New Mexico
Oklahoma
Texas

Supporting the regional exchanges in their efforts to serve state department colleagues are four central services.

A LINKAGE TRAINING SERVICE provides training, consultation on training, and other related support for individuals responsible for dissemination activities in their state, service area, or school district. This support is provided by the Northwest Regional Educational Laboratory, Lindsay Building, 701 S.W. Second Avenue, Portland, OR 97204. Contact: Bill Ward 503/248-6868.

An R&D INTERPRETATIONS SERVICE is experimenting with transforming R&D-based knowledge, initially in the basic skills areas, into forms that can be used more readily by educational practitioners. This includes identifying existing interpretive literature. The intent is to provide information that will help educators make choices among an array of materials and practices. This service is provided by CEMREL, Inc., 3120 59th Street, St. Louis, MO 63139. Contact: Naida Bagenstos 314/781-2900.

A RESOURCE AND REFERRAL SERVICE is building a data bank of available information resources. Included will be data about organizations and people who produce, are knowledgeable about, or disseminate R&D outcomes in the basic skills and competency-based education areas. This service is located at the Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, OH 43210. Contact: William Hull 614/486-3655.

A SYSTEM SUPPORT SERVICE facilitates the operation of the total R&D Exchange, including coordinating the efforts to inform the R&D community of practitioners' reactions and needs. This service is provided by the Far West Laboratory for Educational Research and Development, 1855 Folsom, San Francisco, CA 94103. Contact: Stanley Chow/Linda Sikorski 415/565-3179/3320.

A new publication, the Educational R&D Report, is being tried out as part of the RDx effort. Through feature-length articles and regular editorial departments, the publication will keep its readers informed of new research and development outcomes as well as the activities of the RDx.

To request the Educational R&D Report or more information about the RDx contact: Editor, Educational R&D Report, Suite 206, 1518 "K" Street, N.W., Washington, D.C. 20005, 202/638-3193.

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* This was developed jointly by CEMREL, Inc., St. Louis, MO, and Demonstration & Research Center for Early Education (DARCEE), Nashville, TN.

** This program was originally developed by Cornell Research Program in Early Childhood Education, Cornell University, Ithaca, N.Y.

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(907) 465-3550

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* This was developed jointly by Research for Better Schools, Inc., Philadelphia, PA, and Learning Research and Development Center, Pittsburgh, PA.

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Utah State University
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